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Volume 8 Number 6

ERIC

research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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Research in Education

ED 072 316 – 073 329

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371 **64** **AA 000 223**

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.
The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Legislative Authority Code for identifying the legislation which supports the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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SP – Teacher Education	104–113
TM – Tests, Measurement, and Evaluation	113–120
UD – Disadvantaged	120–128
VT – Vocational and Technical Education	128–143

AC

ED 072 316 AC 014 145

A Model Program to Instruct Manpower Training Personnel in the Selection and Application of Remedial Instructional Materials to Meet Individual Trainee Needs. Phase I Report.

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jun 72

Note—114p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adult Basic Education, Adult Educators, Guides, Individualized Instruction, *Instructional Materials, Instructional Staff, Magnetic Tapes, *Manpower Development, Models, Professional Personnel, *Programed Instruction, *Remedial Instruction, Slides, Training Objectives

Identifiers—*Individualized Manpower Training

The long-range goal of this program was to develop a sufficient number of qualified personnel to establish and operate Individualized Manpower Training (IMT) Systems for disadvantaged and handicapped youths and adults. The objectives were to: (1) develop instructional materials and procedures using a programmed instructional process; (2) train several groups of administrators, counselors, and teachers who are involved in on-going manpower programs to use an IMT System in basic remedial education; (3) develop prototype materials for a mechanical occupational cluster, which will integrate the prevocational and occupational plan with basic remedial education in a total IMT System; and (4) conduct a continuous monitoring of the staff training program during development, assess its impact, and provide observational analysis factors which appear to be related to the success of program implementation. The products and materials prepared during the project were either completely developed or modified to fit in the IMT System. The IMT System staff were provided individualized staff training courses in the use of basic remedial guides in establishing individualized basic remedial instruction in Learning Resource Centers; in developing a diagnostic profile for each trainee; in developing an individual training plan for each one; and in evaluating the progress of the trainees. The products prepared were printed materials (5 guides and 1 programmed lesson) and tape-slide modules. The findings of the project clearly demonstrate that it is possible to train staff to establish and operate an IMT System within a short time by use of individualized instruction. (Author/DB)

ED 072 317 AC 014 146

Bibliography of Publications and Presentations During FY 1972.

Human Resources Research Organization, Alexandria, Va.

Pub Date Oct 72

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, *Manpower Development, *Military Training, *Research Reviews (Publications), Speeches, Technical Reports, *Training Techniques, Vocational Education

This bibliography provides information about publications and presentations by the Human Resources Research Organization during FY 1972. Research reports as well as publications by staff members in professional journals and presentations at professional and military meetings are included. Abstracts are provided for most items. Items are listed under the following code names: Work Units and Research Projects; Basic Research Studies; Technical Advisory Service; and General. Those items that have AD, PB, or ED numbers are so indicated. Appendixes list FY 72 Technical Reports and Professional Papers by number, an author index, and a sponsor index. (Author)

ED 072 318 AC 014 150

Miller, Mason E. Sauer, Richard J.

Reader Survey for INSECT ALERTS.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Report No—ANREI-Pub-25

Pub Date Jan 73

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Agriculture, *Entomology, Extension Agents, *Information Utilization, *Newsletters, Publications, *Questionnaires, *Rural Extension, Surveys

Identifiers—*Insect Alerts

To determine what might be done to improve "Insect Alerts," which is a newsletter that carries "information on insect biology, abundance, activity and interpretation of control need," put out through the Michigan Cooperative Extension Service 26 weeks a year, a survey was conducted. A mail questionnaire was sent to all 120 county extension directors and agricultural agents, and 175 were sent out to members of the Michigan Pesticide Association. In all, 200 of the 295 mailed out were returned. The questions concerned use of the information contained in the newsletter, opinion of the publication, changing to a monthly publication schedule, and distribution pattern. It was concluded from the survey that the publication is very favorably received; readers would like additional information on insect-related topics included; and there appeared to be a place for monthly publication. A copy of the survey instrument is provided. (DB)

ED 072 319 AC 014 151

Miller, Mason E.

Job Market Situation Survey for Agricultural Communication Graduates.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Report No—ANREI-Pub-26

Pub Date Jan 73

Note—43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Graduates, *Communication Skills, Data Collection, Higher Education, *Job Market, Mass Media, *Off Farm Agricultural Occupations, Publications, Questionnaires, Surveys

Identifiers—College of Agriculture and Natural Resources, *Michigan State University

Results of a questionnaire survey concerning the job markets for graduates of the Agricultural Communication program of the Michigan State University's College of Agriculture and Natural Resources are presented. The questionnaire was mailed in June 1972 to 481 names of agriculturally related publications and individuals who are on the mailing lists of the MSU Department of Information Services; 103 replies were received. The data from the survey are broken down into four classifications: land-grant, out-of-Michigan publications, Michigan television and radio, and Michigan publications. The results of the survey indicate the following: (1) there were a number of positions among the organizations that call for college or university communication training; (2) there seems to be considerable need for further publicizing among and "educating" of potential employers on details of the MSU major; (3) among most of the organizations surveyed, a beginner on the staff would have some chance of promotion; (4) about half of the organizations have what they call "intern" programs; (5) about a quarter of the respondents indicated they would be interested in an on-campus conference to talk with students and learn more about agricultural communication; (6) most respondents who commented on the voids between student training and on-the-job-needs mentioned basic skills such as spelling, grammar, writing, and practical ex-

perience on-the-job; and (7) there is a need for such graduates; jobs are available; and salaries are competitive. Appendixes provide the covering letter and questionnaire, topic suggestions for a conference, and experience needed, positions, skills, and salaries. (DB)

ED 072 320 AC 014 154

Youth Problems and their Resolutions as Viewed by the Youth and by the Adults of Danville, Montour County, Pennsylvania.

Danville Area School District, Pa.; Pennsylvania State Univ., University Park. Cooperative Extension Service.

Pub Date 70

Note—71p.; Montour County Governor's Committee on Children and Youth

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Problems, Data Analysis, *Parent Attitudes, Questionnaires, Research Methodology, Rural Extension, Secondary Grades, *Social Problems, Statistical Data, *Student Attitudes, Surveys, Tables (Data), *Youth Problems

Identifiers—Danville, Pennsylvania

A survey was conducted by the Rural Sociology Section of The Pennsylvania State University Cooperative Extension Service and the Montour County Extension Association, utilizing 323 ninth through twelfth grade in-school youth and 199 parents. Data were collected by means of a self-administered questionnaire. Three specific objectives of the survey were to help: (1) determine community needs and priorities of Danville area youth from both youth and adult viewpoints; (2) determine what, if any, suggested solutions for these perceived needs the respondents saw; and (3) provide a basis for increasing meaningful, two-way adult-youth communication in the Danville area. The data analysis is reported in two parts: the first part deals with reporting the data as they relate to the objectives, and the second part is concerned specifically with the respondents' answers related to the possible establishment and running of a Danville area Youth Center. The 32 survey findings are summarized, and tables provide the data. Appendix A contains the Youth Data and Appendix B contains the Adult Data. Copies of the questionnaires can be obtained from the Department of Rural Sociology, 204 Weaver Building, University Park, Pennsylvania 16802. (DB)

ED 072 321 AC 014 156

Rahmlow, Harold F.

Mathematics of Life Insurance Study Aid Development and Evaluation in a Nontraditional Setting.

American Coll. of Life Underwriters, Bryn Mawr, Pa.

Pub Date 73

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aptitude Tests, Behavioral Objectives, College Environment, Correspondence Schools, Curriculum Design, Higher Education, *Individualized Instruction, *Instructional Design, Instructional Materials, *Insurance Occupations, *Mathematics Instruction, Models, *Professional Continuing Education, Program Evaluation, Questionnaires, Special Degree Programs, Speeches, Statistical Analysis, Study Guides

Identifiers—*Chartered Life Underwriter Diploma Program

A mode of operation that is currently being utilized for research and development activities in a nontraditional college environment is presented. The program described is in the content area of mathematics of life insurance. The students for whom the materials were developed are adults in insurance and related professions who are engaged in full-time work activities at the same time they are continuing their education. The design and evaluation of the program took into account cognitive, affective, and operational variables. The program is the Chartered Life Underwriter Diploma Program (C.L.U. Diploma Program) of the American College, which consists of 10 semester-length courses each of which culminates in an examination. Two data bases were used--one from biographical data and one from test data. As a result of context and input evaluations, it was decided to develop an individualized learning experience with the following key structural elements: specifically stated behavioral objectives, criterion referenced test items, guidance information and learning activities designed to elicit performance of objectives. The new mathematics of life insurance modular learning experience is designed to supplement existing study aids from the American College. The program consists of seven booklets, one for each of the seven assignments in the mathematics of life insurance section of C.L.U. Course 1, and one specially indexed audio tape. The test used for evaluation of the program consisted of two forms of an examination prepared by the program developers, and the California Multiple Aptitude Test in Numerical Reasoning. (DB)

ED 072 322 AC 014 157

Lewis, Harry

Communication Barriers between Educated and Uneducated Persons.

Pub Date [68]

Note—12p.; Published in International Adult Education, May 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication Problems, Cultural Factors, Educational Experience, *Language Handicaps, *Lower Class, *Middle Class, *Social Problems, Verbal Ability

Effective communication between middle class, or educated (12th grade and up) and the lower class, or uneducated (8th grade or less) is discussed from the standpoint of problems suggested by potential discontinuity brought about by signs (or language) and common experience. Research in the field is cited. It is suggested that if the people of the subculture are to be educated, administered, and persuaded into self-sufficiency and conformity by a benevolent government of, by, and for the middle class, then the middle class must somehow improve communication with the target population. (DB)

ED 072 323 AC 014 158

Rochin, Refugio I.

A Study of the Relative Importance of Communication and Economic Variables in Diffusion: Dwarf Wheats on Unirrigated Small Holdings in Pakistan.

Pub Date Aug 72

Note—32p.; Paper presented at the Third World Congress of Rural Sociology (Baton Rouge, La., August 22-27, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agricultural Production, Bibliographies, Communication (Thought Transfer), Economic Factors, Extension Education, *Farmers, *Farm Management, *Information Dissemination, Innovation, Interpersonal Relationship, Mass Media, *Rural Extension, Speeches, Statistical Data, Surveys

Identifiers—*Pakistan

The purpose of this paper is twofold: (1) it presents some empirical findings of the relative importance of both "economic" and "communication" variables in the diffusion of an innovation (dwarf wheats) in an unirrigated region of Pakistan which is densely populated by smallholders. The sample of farmers reported are representative of a class of low-income farmers who were supposedly left out of the benefits of the Green Revolution; and (2) it attempts to generate a nexus of opinion between the "-development economist" and the "communication specialist." The study data presented show that both "communication" and "economic" variables are necessary for two main aspects of diffusion: (1) changing farmers' cognitions of new varieties of seed, and (2) influencing innovativeness. It was also found in this study that any program designed to diffuse agricultural innovations must first concentrate on creating awareness among smallholders in general; and (3) the smallholders live in such a situation that cognitive changes in knowledge must accompany economically desirable innovations in order to have a rapid pattern of adoption. For guides in designing future programs, the following are suggested: (1) Channels of communication between research outlets and farmers should be strengthened so that smallholders are kept informed of available innovations; and (2) Since interpersonal contacts are especially needed to reach the smallest farmers, extension efforts should be enhanced. (Author/DB)

ED 072 324 AC 014 159

Sturm, Alzemiro E. Riedl, Mario

Socioeconomic Status of Farmers and Economic Development in Two Communities of Southern Brazil.

Pub Date Aug 72

Note—34p.; Paper presented at the annual meeting of the Rural Sociological Society, Baton Rouge, La., August 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographies, Comparative Analysis, Data Analysis, *Economic Development, Ethnic Origins, *Farmers, Hypothesis Testing, Interviews, Land Settlement, Participant Characteristics, Questionnaires, Research Methodology, Research Reviews (Publications), *Rural Development, *Social Structure, *Socioeconomic Status, Speeches, Tables (Data)

Identifiers—*Brazil, Candelaria, Garibaldi

This paper is concerned with the problem of social inequalities and economic development in rural communities. Two ethnically different communities were chosen in the most southern state of Brazil: Garibaldi, of descendants from Italian immigrants, and Candelaria, of descendants from German immigrants. The data were gathered through application of a questionnaire to stratified random samples, representing 4.2% of the farm owners in Candelaria and 7% in Garibaldi. The central assumption of the study was that the larger farm owners occupy the highest socioeconomic positions in the agrarian society and, therefore, have the best opportunities for economic development as indicated by correlates such as income (economic variable), education and mass media (social variables) and alienation (psychological variable). The study findings show that the economic and social development of rural communities, irrespective of ethnic origins, appears to depend on structural variables, such as the land tenure system. In terms of strategies for development, it is suggested that the inequalities that seem to exist in land ownership be corrected. Tables provide the study data, and a bibliography is included. (Author/DB)

ED 072 325 AC 014 160

Dasgupta, Satadal

Associational Structure and Community Development: A Comparative Study of Two Communities in Southern United States.

Pub Date Aug 72

Note—24p.; Paper presented at the Third World Congress for Rural Sociology (Baton Rouge, La., August 1972), from an NIMH study entitled "Community Structure and Involvement"

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Development, *Community Study, *Comparative Analysis, *Conceptual Schemes, Power Structure, Rating Scales, *Social Relations, Speeches, Tables (Data)

The coordinativeness of associational structures of two local communities are compared, with several operational measures of associational coordinativeness defined and a quantitative scale for measuring associational interlock in community activities is suggested. The two communities compared were in the Southern United States. Twenty-one actions in each community were classified into five major interest fields: agriculture and land use, industry and business, health, services and welfare, and education. Associations were classified as to either coordinating or limited interest, according to their participation in several interest fields. Associational interlock was defined for the purpose of the present study as the degree to which the coordinating associations in a locality in the community field jointly participate in community activities. Results of the study showed that Community A, which could be characterized as following a somewhat autonomous action style, lacked coordination and integration of its community structure in relative terms as reflected in its leadership structure, as well as in associational structure. Community B was characterized by a highly coordinative leadership and associational structures and a unified community field. It had a larger number of coordination associations more intensively participating in activities in several interest fields, a highly interlocking associational structure, and a central coordinating association with great influence on community activities. Seven tables present the study data. (DB)

ED 072 326 AC 014 162
Mueller, E. W.
The Church in Community Development.
Pub Date 2 Feb 71
Note—9p.; Paper presented at Lay-Clergy Seminar, North Dakota State Univ., February 2, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Church Role, *Community Development, *Human Relations, *Social Action
Identifiers—South Dakota
The church's role in community development in a multicounty area which centers around Sioux Falls, South Dakota, is discussed. Three factors identified as being necessary if community development is to take place are: (1) education, (2) horizontal communication, and (3) a motivational force. The role of the church is seen to be that of a motivational force. The theological ingredients of the congregation being a motivational force are: Judgement and Grace of God; Forgiveness of Sin, a Social Force; Responsibility of Public Sector; and Prayer. Worship is believed to be very basic in community development. (DB)

ED 072 327 AC 014 163
Taylor, Calvin W. And Others
Development of Motivation Assessment Techniques for Air Force Officer Training and Education Programs: Motivation for Pilot Training.
Air Force Human Resources Lab., Brooks AFB, Tex. Professional Education Div.; Utah Univ., Salt Lake City.
Report No—AFHRL-TR-71-21
Pub Date Jul 71
Note—39p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-751 487, MF $.95 HC $3.00)
Document Not Available from EDRS.
Descriptors—*Flight Training, Males, *Measurement Instruments, *Military Training, *Motivation, Officer Personnel, *Psychological Studies
Identifiers—United States Air Force
The study was an investigation into the relevance of motivational factors operating in various Air Force training programs, especially Air Training Command's Undergraduate Pilot Training Program. The research project, as a whole, was directed toward understanding motivational factors as they distinguish those who drop out of training from those who successfully complete training. Investigation of the possible motivational factors behind voluntary elimination was designed to lead to the development of a motivational screening device which would reduce the voluntary eliminees from Undergraduate Pilot Training as well as other Air Force training programs; and the development of an instrument which would measure change in motivation as a result of Air Force training. (Author)

ED 072 328 AC 014 164
Garay, Bert And Others
Pilot Study of Four Selected Groups of Parolees, 1971.
Washington State Board of Prison Terms and Paroles, Olympia.; Washington State Dept. of Social and Health Services, Olympia.
Pub Date 71
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Vocational Education, Caucasians, *Correctional Education, Data Collection, Evaluation Criteria, *Followup Studies, Males, Participant Characteristics, Prisoners, *Program Evaluation, Statistical Analysis, Technical Reports, *Vocational Rehabilitation
Identifiers—Adult Correctional Facilities, Washington State
To evaluate the effectiveness of the Vocational Rehabilitation Programs of the Adult Correctional Facilities of the State of Washington, four groups of parolees were reviewed to determine their successful adjustment 18 months after parole. The Adult Correctional Facilities offer training in a variety of vocations, including the following: auto mechanics, barbering, drafting, electronics, radio and TV, office machine repair, body and fender work, meat cutting, data processing, welding, sheetmetal work, and other basic industrial and work programs. The four study groups were composed of the following: Group I--88 cases, felons who completed VR services successfully; Group II--88 cases, felons who failed to complete VR services; Group III--112 cases, felons who completed certain vocational training programs successfully through the Adult Correctional Facilities; and Group IV--126 cases, felons who needed but received no vocational services. Most of the parolees were white, single males; their mental level was usually average or above; they had usually completed at least one year of high school prior to imprisonment; they were usually imprisoned for a crime such as burglary, larceny, robbery, or auto theft; normally they had no known history of drug abuse or mental illness; and generally they were first offenders. Major findings of the study were: (1) of the Group I parolees, 76% succeeded on parole; (2) of the Group II parolees, 32% succeeded on parole; (3) of the Group III parolees, 58% succeeded; and (4) of the Group IV parolees, 47% succeeded. Study Items used and Data Form for the study are included. (DB)

ED 072 329 AC 014 165
Rogers, Everett M.
Communication in Development: Modifications in the Classical Diffusion Model for Family Planning.
Michigan State Univ., East Lansing. Dept. of Communication.
Pub Date Aug 72
Note—40p.; Paper presented at Session #16 on Information and Communication Problems in Development, Third World Congress for Rural Sociology (Baton Rouge, La., Aug 22-27, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Change Agents, Communication (Thought Transfer), Communication Problems, Developing Nations, Diffusion, *Disadvantaged Groups, *Family Planning, *Interpersonal Relationship, *Mass Media, Models, Nonprofessional Personnel, Social Change, Speeches
Identifiers—Africa, Asia, Latin America
The role of mass media and interpersonal communication in development in Latin America, Africa, and Asia is reviewed. Then, research and development program experience is synthesized to show (1) that the mass media at present play a major role in creating a "climate for modernization" among villagers, but are less important in diffusing technological innovations (although their potential is high), (2) that mass media channels are more effective when combined with interpersonal channels, as in media forums, and (3) that the "traditional" mass media (like village theater, traveling storytellers, etc.) have an important potential for development purposes, especially when they are combined with the modern electronic and print media. Further, the future role for mass media in development will increase (1) as the mass media reach larger audiences, and (2) new communication technology (like satellite TV) is harnassed for development goals. A second, and related, purpose of the present paper is to specify three modifications in the "classical diffusion model" stemming from the case of family planning communication, where the messages (1) deal with very "strongly held beliefs," which are difficult to change, and (2) are private and "taboo" in nature, hence limiting the number (and type) of individuals with whom such messages can be discussed. The classical diffusion model should be revised to include the role of nonprofessional and/or paraprofessional change agent "aides" in diffusing innovations, the importance of adopter and diffuser "incentives," and the significance of the "verbal labelling" in word symbols of innovations affecting their rate of adoption. (Author/DB)

ED 072 330 AC 014 171
The Experimental Manpower Laboratory for Corrections. Progress Report on Phase III, June through August, 1972.
Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—RRF-12-10-72
Pub Date Aug 72
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, Adult Education Programs, Adult Vocational Education, Anti Social Behavior, *Behavioral Science Research, Behavior Change, *Correctional Education, *Correctional Rehabilitation, Corrective Institutions, *Delinquent Behavior, Institutional Personnel, Performance Contracts, Positive Reinforcement, Prisoners, Programed Instruction, Recidivism, Technical Reports, Vocational Rehabilitation
Identifiers—Environmental Deprivation Scale, Individualized Reading System for Adults, Individually Prescribed Instruction, Maladaptive Behavior Record, Picture Vocational Interest Inventory, Tests of Adult Basic Education
This progress report summarizes the activities from June to August, 1972, of the Experimental Manpower Laboratory for Corrections at Draper Correctional Center. EMLC studies are designed to determine if behavior modification techniques are feasible and provide viable alternatives to aversive control. In the Token Economy (Ecology) Project, inmates are rewarded for socially acceptable behavior on the institution farm, in the basic education component, and in the experimental cellblock. The Contingency Management study, the basic education component, uses a system of contingency contracting covering units of programmed instruction prescribed for each subject on the basis of his pretest score on the Tests of Adult Basic Education. Baseline data for individuals and the group were collected during this report period. Phase I of Correctional Officer Training was completed; it involved completion of self-instructional booklets. Followup studies for 1969 and 1971 are under way. The Lab is also involved in preparing and disseminating a number of measurement and training instruments and publications and technical consultation, conferences, seminars, workshops and other professional activities. (KM)

ED 072 331 AC 014 172
Banks, Rita, Ed. And Others
The Welfare-Education Program: A Five Year Report, 1964-1969.
New York City Board of Education, Brooklyn, N.Y. Div. of Funded Programs.
Spons Agency—New York State Dept. of Social Welfare, Albany.; New York State Education Dept., Albany.
Pub Date 69
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, Adult Counseling, *Adult Education Programs, Adult Learning, Adult Literacy, Adults, *Adult Vocational Education, Basic Skills, Curriculum Development, Curriculum Enrichment, Disadvantaged Groups, Educational Attitudes, Minority Groups, Mothers, Negative Attitudes, Negro Mothers, *Poverty Programs, Program Descriptions, Self Esteem, Tables (Data), *Welfare Recipients, Welfare Services
The activities of the first five years of New York City's Welfare Education Program are summarized. Operation Second Chance and Mothers at School, the two parts of WEP, provide 194 basic education classes, with a combined enrollment of 4,000. The program is intended to give welfare recipients the basic skills and self-confidence they need to obtain work and break the cycle of poverty. The history and early efforts of the program are described. Data concerning student characteristics are provided. Teachers' observations and students' comments, letters, poems and compositions illustrate the booklet. Sections describe the students; school, parents and children; the staff; curriculum; curriculum enrichment; and counseling services. New directions through the urban living skills curriculum, recruitment, computer assisted instruction, and a pre-reading program are also described. Recommendations are made for teacher training, establishment of a resource center, counseling, annual salaries for professional staff, increased use of sub-professionals, and greater teamwork. Legislation supporting the program is quoted in an appendix. (KM)

ED 072 332 AC 014 173
Crider, Donald M. And Others
Locating People in Longitudinal Studies. A Research Report and Suggested Guidelines.
Pennsylvania State Univ., University Park. Pennsylvania Agricultural Experiment Station.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.
Pub Date May 72
Note—32p.; Bulletin 778
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Resources, Data Collection, *Followup Studies, Interviews, Investigations, *Longitudinal Studies, *Research Methodology, Research Tools, *Surveys, Tables (Data), Technical Reports

A survey was conducted to evaluate tracking procedures used in longitudinal studies. The study grew out of an effort to locate part of a group used in a 1947-57 longitudinal study. A subsample of 320 was chosen from the 2,344 respondents already located. The tracking methods studied were mail, long-distance telephone calls, community visits and public records. First-class letters resulted in the receipt of return postcards from slightly less than half the subjects. Long-distance telephone calls were successful for about 80 percent of the sample in each community. Community visit tracks were carried out only for those persons not located by telephone. These were initiated at post offices, residence neighborhoods, schools, and the last known employers. This method was more costly than others but led to the location of almost all the rest of the subjects. The use of public records was successful for just 19 percent of the marriage license tracks, 8 percent of the real estate transfers, and 4 percent of the will registrations. All persons located through public records were also located with other tracks. The various techniques led to current addresses for all but two of the persons tracked. (Author/KM)

ED 072 333 AC 014 174

Chatham, Ronald L., Ed. *Redbird-Selam, Helen M., Ed.*

Indian Adult Education and the Voluntary Sector.

Church Women United, New York, N.Y.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Feb 73

Note—70p.; Proceedings of a Conference at Oregon College of Education, Monmouth, Oregon, October 18-20, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Basic Education, Adult Development, Adult Education, *Adult Education Programs, *American Indians, Community Services, Conference Reports, *Cultural Awareness, Cultural Differences, Disadvantaged Groups, *Effective Teaching, Females, Human Relations, Institutes (Training Programs), Minority Groups, Program Development, *Voluntary Agencies, Women Teachers

A three-day institute on Indian adult education and the voluntary sector was sponsored by Church Women United. The speeches dealt with Indian culture and Indian people, effective approaches to teaching, ways teachers can communicate with students of a very different culture, and practical suggestions for Indian adult education programs. The institute is part of the effort of Church Women United to help enable women to become leaders in community services for minority groups. A list of references for further reading is provided. Current trends in the religious sector of voluntarism are discussed in an appendix. (KM)

ED 072 334 AC 014 175

Fletcher, Philip R.

Paulo Freire and Concientizacion in Latin America.

Stanford Univ., Calif. Center for Latin American Studies.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Dec 70

Note—130p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adult Basic Education, *Adult Education, Adult Education Programs, Adult Literacy, *Comparative Education, Developing Nations, Disadvantaged Groups, Economic Factors, Graduate Study, International Programs, *Latin American Culture, *Literacy Education, Political Influences, Program Effectiveness, *Program Evaluation, Social Factors

Identifiers—Chile, *Freire (Paulo)

The program of adult education presently used in Chile is studied in this paper. The historical development of the program and some of the theories behind it are discussed. The program is assessed in terms of political and economic considerations and its success as a pedagogical and social technique. Chapters deal with: (1) Latin American education; (2) the theory of the psycho-social method; and (3) literacy training in Chile; a comprehensive application of the psycho-social method. The ascendance of Marxism in Chile is discussed in an epilogue. Appendices present the Brazilian didactical materials, some mis-applications of the psycho-social method, and the Chilean didactical materials. A bibliography is provided. (KM)

ED 072 335 AC 014 176

Questions & Answers for Consumers-Customers.

National Association of Manufacturers, New York, N.Y.

Pub Date [71]

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Consumer Economics, Consumer Education, *Legislation, *Merchandise Information, *Publications, Public Relations

This booklet, published by the National Association of Manufacturers, provides an overview of some aspects of consumerism in America. Chapters deal with: (1) consumerism in general; (2) consumer protection laws--a chronological listing; (3) questions and answers--answers are provided through quotations, primarily from persons involved in government and business; (4) pillars of economic wisdom. A bibliography of places to obtain more information is provided. (KM)

ED 072 336 AC 014 177

Director-General's Report on the Third International Conference on Adult Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—UNESCO-17C-62

Pub Date 16 Oct 72

Note—13p.; UNESCO General Conference, Seventeenth session, Paris 1972; Translated from the French

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, Adult Educators, *Conference Reports, *Continuous Learning, Cooperative Planning, Cultural Enrichment, Developing Nations, Disadvantaged Groups, Economic Development, Educational Administration, Educational Finance, Educational Methods, Educational Opportunities, *Educational Planning, Educational Technology, Educational Trends, Equal Education, *International Organizations, Literacy Education, Mass Media, Social Change, Teacher Education

Identifiers—*UNESCO

The Third International Conference on Adult Education in the context of live-long education was held in Tokyo from July 25 to August 7, 1972. Those attending the Conference examined the following topics: main trends in adult education during the last ten years; adult education as a factor in the democratization of education and in economic, social and cultural development - its role and place in integrated educational systems within the context of life long education; policies for the development of adult education: planning, administration and financing; new methods and techniques; utilization of the major communication media; mobilization and training of personnel required for the expansion of adult education through international co-operation. This document, which contains the recommendations made by the Conference, describes the broad lines and the results of its work and indicates to what extent and by what means these recommendations could be given effect in the Organization's medium- and short-term programs, if the General Conference so decides. (Author/KM)

ED 072 337 AC 014 178

Third International Conference on Adult Education, Convened by UNESCO, Tokyo, 25 July - 7 August 1972. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 26 Oct 72

Note—93p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, Adult Educators, *Conference Reports, *Continuous Learning, Cooperative Planning, Cultural Enrichment, Developing Nations, Disadvantaged Groups, Economic Development, Educational Administration, Educational Finance, Educational Methods, Educational Opportunities, *Educational Planning, Educational Technology, Educational Trends, Equal Education, *International Organizations, Literacy Education, Mass Media, Teacher Education, Womens Education

Identifiers—*UNESCO

The Third International Conference on Adult Education, organized by UNESCO, met to: (1) examine the trends in adult education during the last decade; (2) consider the functions of adult education in the context of life-long education; and (3) review the strategies of educational development in regard to adult education. The final report of this conference contains: (1) introduction: background and scope of the conference; (2) general report; (3) summary and main conclusions--concerning education and human needs, participation, use of the mass media, administration, organization and finance, and international cooperation; (4) reports of the commissions; and (5) recommendations--concerning, among other items, national policies for adult education, the aims of adult education, equal access to education for Women, learning opportunities for the underprivileged, international action against illiteracy, and training of adult education personnel. Presented in the annexes are the agenda, opeining speeches, statement by the Director-General at the close of the general debate, closing speeches, list of documents, list of participants, and list of officers of the Conference and commissions. (KM)

ED 072 338 AC 014 179

Shilling, Charles L. *Bury, Richard L.*

Estimation of Recreation Development Potentials through Scaling Attitudes of Non-Corporate Timberland Owners in East Texas.

Pub Date Aug 72

Note—23p.; Paper presented at the Rural Sociological Society Meeting, Baton Rouge, Louisiana, August 25-27, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitude Tests, *Land Use, Parks, Questionnaires, *Recreation, Recreational Facilities, *Surveys, Tables (Data), Technical Reports

Identifiers—*Texas

A study was conducted to determine the propensity of non-corporate owners of large forest tracts in East Texas to offer their lands to the general public for recreation. The overall objective was to determine if an attitude scale could be used to differentiate between non-corporate timberland owners with definite plans for recreational development and those without such plans. An attitude scale was constructed from a collection of statements sorted by 50 judges along a six-point positive-negative continuum. Data were collected in interviews with 100 landowners. Results showed that: (1) owners had favorable attitudes toward recreation, but the recreation plans of approximately 1/5 of them involved vacation home subdivisions rather than recreation opportunities for the general public; (2) about half had no plans for development of recreation opportunities; (3) 2/3 of the remaining 30 percent appeared to be willing to consider development of income-producing recreation facilities; (4) knowledge of the concept of multiple use was not related to plans for recreational development; (5) current policies of allowing visitors were not related to recreation plans; and (6) landowners with plans for recreational development were statistically more frequent foreign travelers than landowners with no such plans. A list of references is provided. (KM)

ED 072 339 AC 014 180

Byrnes, Francis C.

Credibility and Competence: Key Characteristics of Development Communicators.

Pub Date Aug 72

Note—9p.; Paper presented at the World Congress for Rural Sociology (Third, Baton Rouge, Louisiana, August 22-27, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Farmer Education, Agricultural Education, Agricultural Production, Agricultural Skills, Agricultural Technicians, *Developing Nations, *Extension Agents, International Programs, Speeches, Supervised Farm Practice, *Teacher Education, Technical Assistance, Technological Advancement

Identifiers—Ceylon, Colombia, Pakistan, Philippines

Agricultural extension systems in the developing countries have, with few exceptions, failed to increase agricultural productivity adequately. Many of the change agent failures can be traced to their lack of credibility. They are not trusted or respected because farmers have learned that many are not technically competent. Good

agricultural extension agents should be able to: (1) test and adapt new technology; (2) diagnose the farmer's production problems; and (3) teach the farmer how to correct problems and increase yields. In 1964, the International Rice Research Institute launched a series of rice production training programs to develop these competencies. Teams of rice workers from 24 nations have been prepared to adapt these approaches for training hundreds and thousands of their colleagues, who in turn teach farmers. These programs, which emphasize intensive on-the-paddy experience, have been successful because they are based on the precept "you can't teach what you don't know." A program to produce livestock production specialists is underway. Over the past two years, two crop production specialist training programs have been completed. Several obstacles must be overcome if this type of training is to spread: (1) the need is not readily admitted or recognized by decision makers or potential trainees; (2) returned trainees have difficulty organizing programs to train others; (3) more research must be conducted and decisions made about the training process. References are provided. (KM)

ED 072 340 AC 014 181

Rivera, William McLeod

Entrepreneurial Achievement or Social Action? - Differing Rationales of Adult Education Programs for Value and Attitude Change.

Pub Date [72]

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement, Adult Development, *Adult Education Programs, *Behavior Change, Changing Attitudes, Cultural Awareness, Developing Nations, Group Dynamics, Individual Development, Literature Reviews, Motivation, Political Attitudes, Political Socialization, Social Action, *Social Attitudes, Social Psychology, *Social Values

Identifiers—Freire (Paulo), McClelland (D), Winter (D)

Three socio-psychological programs are highlighted here: "cultural literacy," achievement motivation, and group dynamics. The introduction reviews their common aim: to provoke significant, abrupt changes in adults, i.e. changes that affect the value and attitudinal orientations of the individual in a short period of time. The objectives and techniques of these programs are surveyed in the first section. Then brief definitions of development, growth and change are put forward and certain subtleties analyzed between total and partial change. The final section relates the realities of educational policy to the political objectives sought by these programs. (Author)

ED 072 341 AC 014 182

Havens, A. Eugene

Methodological Issues in the Study of Development.

Pub Date Aug 72

Note—49p.; Paper presented at the World Congress of Rural Sociology (Third, Baton Rouge, Louisiana, August 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Developing Nations, Disadvantaged Groups, *Economic Development, Labor Economics, Political Science, *Research Methodology, *Research Problems, Rural Development, Social Change, Social Problems, *Sociology, Speeches

The failure of development to improve the quality of life in most third world countries and in the less advantaged sectors of advanced capitalistic countries can be partially attributed, it is felt, to methodological errors made by those studying development. Some recent sociological approaches to the study of development are reviewed in this paper, and suggestions for clarification of the issues and approaches are made. Three major areas are discussed: (1) the definition of development; (2) the major approaches to the study of development--equilibrium models (behaviorists, psychodynamicists and diffusionists) and conflict models (structuralists--non-Marxist and Marxist); and (3) problems in analyzing relevant variables--confusion of structuralism with determinism, conceptualization, and the representativeness and validity of data. The economic situation of Colombia is described, and the five approaches are compared as to the treatment of 30 research questions relevant to the solution of Colombia's development problems. References are provided. (KM)

ED 072 342 AC 014 183

Williams, Anne S. And Others

Leader Attitudinal Orientations in a Multi-County Area.

Montana State Univ., Bozeman. Dept. of Sociology.

Spons Agency—Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Pub Date Aug 72

Note—28p.; Paper presented at the Annual Meetings of the Rural Sociological Society, Baton Rouge, Louisiana, August 25-27, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitude Tests, Community Development, *Community Leaders, County Programs, Grouping Procedures, Interviews, *Leadership, Questionnaires, *Rural Development, *Surveys, Tables (Data), Technical Reports

A study was conducted to examine the structure of leadership and the specific types of leaders as identified by attitudinal characteristics of individuals or groups of leaders. A 7-county development Federation in South-central Montana was studied. A pre-structured interview schedule containing 93 questions was administered to 102 leaders. Individuals most active in the Federation were later interviewed more intensively. Hypotheses of leader influence are discussed. Attitudinal variables were recoded and combined until three response sets were identified, forming the leader sub-groups: (1) the satisfied traditional, (2) the anti-government pessimist, and (3) the development-oriented activist. Leaders typically exhibited characteristics of one or more types. Twenty-nine percent were combinations of the satisfied traditional and the development activist. Twenty percent were "-pure" satisfied traditionals. Fifteen percent were "pure" development activists. Power scores were computed for degree and type of influence exerted; higher power scores were held by satisfied traditionals and development activists. It was concluded that: (1) a pluralistic leadership structure with a variety of attitudes prevailed; (2) leadership structure was dominated by satisfied traditional tendencies, which will have to be modified for development to take place: and (3) no evidence was found that the federative arrangement was functioning effectively. A bibliography is provided. (KM)

ED 072 343 AC 014 184

Saarinen, Martin F.

Survey of Pastors' Concerns in Continuing Education.

Lutheran Theological Southern Seminary, Columbia, S.C.

Pub Date Jul 72

Note—18p.; Survey conducted from March through July 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, Age Differences, *Attitude Tests, *Clergymen, Educational Objectives, Educational Resources, Geographic Location, Questionnaires, *Surveys, Tables (Data), Technical Reports, Theological Education

A survey was conducted among Lutheran pastors to: (1) identify their learning priorities; (2) determine the effect of longetivity on these priorities; (3) determine the differences in their learning priorities according to geographical location; and (4) determine their perceptions of the adequacy of learning resources available to them. A survey questionnaire was distributed to 700 pastors in the five synods supporting the Lutheran Theological Southern Seminary; 169, or 25 percent, completed and returned the questionnaire. The top priorities registered by all respondents were: (1) evaluate your personal ministry and career; (2) develop partnership for ministry with laymen; and (3) develop your own general counseling skills. Study of the effects of longevity revealed that the near-retirement group (36-40 year interval) seems to have more priorities in common with the youngest group (1-4 year interval) than with the middle-aged group (16-20 and 28-32 year interval). Resources considered to be most inadequate were those associated with improving specific ministerial skills. Significant differences were recorded in learning priorities in each age category from synod to synod. Suggestions for further study are made. Appendices provide contents of the questionnaire and data summaries. (KM)

ED 072 344 AC 014 185

Childs, Gayle B., Ed.

Programs and Registrations, 1971-1972.

Association of Univ. Evening Colleges, Norman, Okla.; National Univ. Extension Association, Washington, D.C.

Pub Date 72

Note—31p.

Available from—Howell W. McGee, Executive Secretary, AUEC, University of Oklahoma, 1700 Asp Ave., Norman, Oklahoma 73069 or Robert J. Pitchell, Executive Director, NUEA, Suite 360, One Dupont Circle, Washington, D. C. 20036 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conferences, Correspondence Courses, Course Descriptions, *Evening Colleges, Evening Programs, Extension Education, Institutes (Training Programs), Occupations, Post Secondary Education, School Registration, *Statistical Data, *University Extension, Vocational Education, Workshops

This report of the Association of University Evening Colleges and the National University Extension Association contains: (1) AUEC-NUEA definitions; (2) academic subdivisions, with explanations of scope; (3) occupational specialties or technologies, with explanations of scope; (4) AUEC-NUEA programs and registrations by institutions; (5) AUEC-NUEA class program; (6) AUEC-NUEA conference, institute, workshop program; (7) AUEC-NUEA correspondence course program; (8) AUEC-NUEA statistical summary; and (9) AUEC-NUEA programs and registrations by States. (KM)

ED 072 345 AC 014 186

Blackburn, Donald J.

Farmers' Use of Publications. Report of a Survey of Ontario Farmers' Receipt and Use of Three Technical Publications of the Ontario Department of Agriculture and Food.

Guelph Univ. (Ontario). Ontario Agricultural Coll.

Spons Agency—Ontario Ministry of Agriculture and Food, Toronto.

Pub Date 72

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Farmer Education, Age Differences, Agricultural Education, Attitude Tests, Educational Background, Extension Education, *Farmers, *Government Publications, Income, Questionnaires, Reference Materials, *Surveys, Tables (Data), Technical Reports, *Use Studies

Identifiers—Ontario

A survey was conducted to determine the extent of Ontario farmers' receipt, use and perception of three publications of the Ontario Department of Agriculture and Food--"Field Crop Recommendations for Ontario," "Guide to Chemical Weed Control" and "Dairy Husbandry in Ontario." A questionnaire was mailed in May 1969 to a two percent random sample (1,936 eligible respondents) of all commercial and non-commercial farmers in Ontario. The response rate was slightly more than 46 percent, or 986 questionnaires. Results showed that: (1) 49 percent received one or more publications; (2) 33 percent received two or more publication while 16 percent received only one; (3) 1/4 of all respondents were unaware of the availability of ODAF publications; (4) age, income and educational level appeared to be related to the number of publications received--(a) as age increased, the number declined; (b) higher income and educational attainment tended to be associated with receipt of more publications; (5) 95-97 percent of those who received at least one indicated it was at least "fairly valuable"; (6) the amount read was not associated with any of the variables; and (7) nearly half of the recipients received publications from an Agricultural Representative rather than through the mail. The questionnaire, characteristics of respondents, and sample representativeness are provided in appendices. (KM)

ED 072 346 AC 014 188

Toward a National Policy on Aging: Volume I. Background, Organization, Program. Volume II. Conference Findings and Recommendations from the Sections and Special Concerns Sessions. Final Report.

White House Conference on Aging, Washington, D.C.

Pub Date 2 Dec 71
Note—462p.; Proceedings of the White House Conference on Aging, Washington, D.C., November 28-December 2, 1971
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (S/N 1762-0069, $6.75 set of two volumes)
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Adult Development, *Adult Education Programs, *Conference Reports, *Federal Legislation, Health Needs, Minority Groups, *National Programs, *Older Adults, Psychological Needs, Socioeconomic Influences
Identifiers—*White House Conference on Aging 1971
These two volumes comprise the official proceedings of the second White House Conference on Aging, held November 28-December 2, 1971. Volume I includes an overview of the Conference plan--its background, concepts, organization, and programming. It presents the contributions made by speakers at the General Sessions and Conference Delegate luncheons. Volume II is devoted to reports of the work of the 14 Subject Area Sections and the 17 Special Concerns Sessions, which resulted in the formulation of the Conference recommendations. These recommendations concern the following: Education; Employment and Retirement; Physical and Mental Health; Housing; Income; Nutrition; Retirement Roles and Activities; Spiritual Well-Being; Transportation; Facilities, Programs, and Services; Government and Nongovernment Organization; Planning; Research and Demonstration; Training; Health Care Strategies; Disability and Rehabilitation; The Rural and the Poor Elderly; The Elderly Among the Minorities; Protective and Social Support; and Roles for Old and Young. (DB)

ED 072 347 AC 014 189
Ruddock, Ralph
Sociological Perspectives on Adult Education.
Manchester Univ. (England). Dept. of Adult Education.
Pub Date Dec 72
Note—70p.; Manchester Monographs 2
Available from—Manchester University, Department of Adult Education, Manchester, England (1.00 pound)
Document Not Available from EDRS.
Descriptors—*Adult Education, *Adult Learning, Books, Measurement Techniques, Models, *Social Factors, *Sociology, *Teaching Techniques
The chapters in this book are revised versions of papers published in journals or presented at conferences or staff seminars. The six chapters are as follows: 1. Social Factors in Adult Learning; 2. Individual and Group Learning in the Classroom; 3. Tension and Consciousness--an Existential Approach to Teaching; 4. Continuing Education and the Sociology of Leisure; 5. Sociological Approaches: Meaning and Measurement; and 6. Notes on Theory and Method. (DB)

ED 072 348 AC 014 190
Program IMPACT: Community Service and Continuing Education under Title I of the Higher Education Act of 1965. Fiscal Year 1972 Annual Report for the State of Tennessee.
Tennessee Univ., Knoxville. State Agency for Title I.
Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Univ. Programs.
Pub Date 15 Dec 72
Note—80p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Annual Reports, Community Development, *Community Service Programs, Consumer Education, Leadership Training, *Management Education, Professional Continuing Education, Program Administration, *Program Evaluation, Seminars, *State Programs, Workshops
Identifiers—*Project IMPACT, Tennessee
This annual report covers the operational year between July 1, 1971, and June 30, 1972, of Tennessee's Program IMPACT: Community Service and Continuing Education. The primary emphasis during the year was the encouragement of multi-institutional cooperative programming. This program thrust resulted in the first major Statewide multi-institutional program developed under the leadership of a State Agency. Projects completed during FY 72 were as follows: Training Program in Adult Educat Carrying Questions of Public Policy to the Community at Large; Planning Workshop on Youth Employment; Small Business Management Training Program; Assisting Local Government Through Community Organization; Community Planning Seminar; Solid Waste Management Seminars; and Technical Assistance to Tennessee Cities (Intensified Management Consultation). Status reports are provided of projects in progress during the year: Community Services Center; Seminars in Community Problems; Continuing Development for Assessors of Property; Technical Assistance in Housing; Community Leadership Development for Community Action Agencies; Consumer Education; Comprehensive Consumer Education Project; Legal Rights for Low-Income Community Leaders; Urban Education for Present and Emerging Civic Leaders; Development of Statewide Governmental Training; Private Higher Education Approach to Community Service; Task Force Planning for Community Development; Management Training for the Disadvantaged Community; and Statewide Consumer Education I. The Administration of the program by the State and the program evaluation are discussed. (DB)

ED 072 349 AC 014 191
Communicating with "Neglected" Farmers on Regulatory Programs.
Animal and Plant Health Inspection Service (DOA), Washington, D.C.
Pub Date 27 Jan 72
Note—8p.; APHS Seminar held at the National Agricultural Library, Beltsville, Md., January 26-27, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agricultural Education, *Communication Problems, Conference Reports, *Entomology, Extension Education, *Farmers, Information Dissemination, *Low Income Groups, Mass Media, *Minority Groups, Rural Farm Residents, Seminars
Workshop recommendations resulting from an Animal and Plant Health Service (APHS) Seminar on ways of reaching "neglected" farmers and enlisting their support for the APHS regulatory programs are provided. The "neglected" farmer is identified as those low-income/minority group marginal farmers who cannot be reached by ordinary means, e.g., poor farmers, uneducated farmers, Black or Mexican-American farmers, and farmers who get most of their income from non-farm jobs and may not consider themselves as farmers. These individuals are difficult to reach through the press, radio, or TV; don't become involved in Extension programs or farm organizations; and are often highly suspicious of Government and Government programs. The recommendations concern: (1) tailoring the message for rural low-income and ethnic groups; (2) selecting and using mass media; (3) selecting and using other means of communications, including person-to-person, community forums and organizations, direct mail, etc.; and (3) making information a part of day-to-day regulatory program operations. The seminar agenda and participants in the seven workshops are provided. (DB)

ED 072 350 AC 014 192
Simms, Joe
Handbook on Adult Education Personnel Policies and Procedures.
California State Dept. of Education, Sacramento. Bureau of Adult Education.
Pub Date 73
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Guides, *Adult Education Programs, Adult Educators, *Instructional Staff, Paraprofessional School Personnel, *Part Time Teachers, *Personnel Policy, Personnel Selection, Professional Personnel, State Standards, Teacher Administrator Relationship, Teacher Aides, Teacher Responsibility
Identifiers—*California Education Code
This handbook identifies California Education Code provisions that have reference to part-time adult education personnel, assesses current personnel practices in adult education, and offers possible approaches to the solution of problems. The chapters of the handbook are as follows: I. Principles of Personnel Management (general; peculiarities of Adult Education); II. The Selection Process (staff recruitment; the application; the interview); III. The Hiring Process (contracts; procedures); IV. Credentials; V. Teacher Benefits (tenure; retirement benefits; leaves of absence; fringe benefits); VI. Evaluation and Supervision; VII. Dismissal Procedures (permanent employees; probationary employees; temporary employees); VIII. The Classified Staff (noninstructional personnel; instructional aides); and IX. Professional Responsibilities. An appendix provides Selected Education Code Sections. (DB)

ED 072 351 AC 014 193
Wurster, Stanley R. Whitt, Dennis D.
A Comparison of Psychiatrically Ill Adults and Non-Psychiatrically Ill Adults Sub-Test Scores on the Test of General Educational Development.
Pub Date Dec 72
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Achievement Tests, Adult Learning, Comparative Analysis, Educational Research, *General Education, *Institutionalized (Persons), *Mental Illness, Middle Aged, Participant Characteristics, Statistical Analysis, Testing, *Test Results, Young Adults
Identifiers—*Test of General Educational Development
The purpose of this study was: (1) to examine the scores achieved by psychiatrically ill adults who successfully passed the Test of General Educational Development while patients at the Arizona State Hospital; (2) to examine the scores achieved by non-psychiatrically ill adults who successfully passed the Test of General Educational Development; and (3) to determine if there was a significant difference in the scores attained on the five sub-tests of the Test of General Educational Development between psychiatrically ill adult and the non-psychiatrically ill adult. The null hypothesis tested was: There is no significant difference between the scores attained on the five sub-tests of the Test of General Educational Development between the psychiatrically ill adult and the non-psychiatrically ill adult. A review of research literature did not reveal educational research studies that were directly pertinent to the study. Both the group of ill adults (43, ages 17 to 58) and the non-ill adults (143, ages 17 to 61) had successfully completed the Test of General Educational Development. The means of the two groups on the five sub-tests were analyzed by use of the t-test. Analysis of the data showed the following: (1) There is no significant difference in the mean scores of the two groups at the .05 level of significance on sub-test 1 (expression) and sub-test 2 (literature); and (2) There is a significant difference in the mean scores of the two groups at the .05 level of significance on sub-test 2 (social studies), 3 (natural science), and 5 (mathematics). (DB)

ED 072 352 AC 014 195
Oberle, Wayne H.
A Sociological View of "Development."
Pub Date Aug 72
Note—20p.; Paper presented at 3rd World Congress of Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Development, Conceptual Schemes, *Definitions, *Economic Development, *Organization, *Social Development, Sociology, Speeches
This paper, which is based on the assumption that conceptualization is a necessary first-order task of theory construction, discusses the utility of a particular explicit definition of "development." Previous definitions of development have been hampered by a variety of weaknesses, and most current definitions are not conducive to a comparative perspective. The definition of "-development" utilized in this paper is "a process or set of processes characterized by (a) the consequence of general sustained economic growth, and (b) sets of natural, human, technological, cultural, financial, and organizational conditions." Two questions will help expedite the utility of this definition: (1) Development for whom?--who is paying the costs and who is receiving the benefits?; and (2) What is the simultaneous or sequential mix, balance, or combination of conditions which is associated with the structural change or changes which have occurred? Some advantages of the definition are described, including the noteworthy one that the discipline of sociology may receive the greatest benefit or advantage from usage of the definition. (DB)

ED 072 353 AC 014 196
Pavlenko, Victor V.
Comprehensive Planning.
Pub Date 15 Aug 72
Note—11p.; Paper presented at "Public Meeting on Planning, Zoning, and Development in Lake County," August 15, 1972, sponsored by MIKOTA Opportunities, Inc.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Planning, *Comprehensive Programs, Interaction Process Analysis, *Resources, Rural Areas, *Social Planning, *Social Systems, Speeches
Comprehensive planning, defined as the work of those who engage in efforts, within a delimited geographic area, to identify and order the physical, social, and economic relationships of that area, is discussed in the four sections of this paper. Section I, Introduction, describes what "-planning" and "comprehensive planning" are. In Section II, Why Plan, the following subjects are discussed: A. Proficiency Concepts and the Historic Image of Rural America; B. Interrelated Systems. Section III, A Planning Process, beiefly outlines a planning process, which is made up of purpose, assessment, assumptions, concerns, goals, objectives, action planning, implementation, and evaluation. In the final Section IV, Elements of a Comprehensive Plan, an outline is provided of the elements, i.e., the base map; economic base, population, and land use studies; future land use plan; major street plan; zoning ordinance; parks and recreation; schools; other public facilities and public buildings; utility services and related facilities; housing; and capital improvement programming. (DB)

ED 072 354 AC 014 197
Smith, G. A.
Agricultural Extension--Programming the Work.
Pub Date Jul 71
Note—9p.; Paper presented at the SARCUS Agricultural Extension Workshop, Swaziland, July 5-16, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Farmer Education, Educational Needs, Extension Agents, *Extension Education, *Program Evaluation, *Program Planning, *Rural Extension, Speeches, Staff Improvement
Identifiers—*Gokwe, Rhodesia, Thomas (A M), Verner (C)
This paper outlines the concept of "program" and one set of elements that are considered to make up the program planning process in agricultural extension, and an example of practical program planning in Rhodesia is given. Although there is a wide variety of meanings attached to the term "program" in adult education, it has been stated by Thomas (1964) that all programs consist of two factors: (1) the relationship between participant and agent (usually oral); and (2) a variety of relationships with a variety of factors in the environment, all chosen and planned by these two parties. Four overlapping factors suggested by Verner (1964) as the basis for designing the learning experience, provide a simple model which could be elaborated to suit various situations and levels of planning: (1) determination of needs; (2) identification of educational goals; (3) arrangement of learning tasks; and (4) measurement of achievement. Each of these steps is discussed. The cited program in Rhodesia, in the rather isolated Gokwe district, is based on cotton production. The foundation of the program is close liaison between specialists, extension staff, and the Cooperative Officer, and consists of the following essentials: a program that is technically sound and economically attractive; close cooperation of Extension and Cooperative functions; locally adapted recommendations, simplified to the essentials; emphasis on staff training (technical and team work); annual programs of main events; and monthly work program prepared one month in advance from the farmer/field worker level upwards. (DB)

ED 072 355 AC 014 199
Retirement and Preparation for Retirement. A Selected Bibliography and Sourcebook.
Ontario Ministry of Community and Social Services, Toronto.
Pub Date 72
Note—37p.
Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ont. M7A 1N8, Canada ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Labor Force Nonparticipants, *Older Adults, Publications, *Resource Materials, *Retirement, Statistical Data, Tables (Data)
Identifiers—Canada, *Ontario
This bibliography on retirement, the first part of a compendium prepared in the Homes for the Aged, Office on Aging, contains citations of over 218 articles, books, and references. The sections of the bibliography are as follows: Bibliography on Retirement (arranged alphabetically)--Journals and Magazines; Other Bibliographies; Attitudes Towards Aging (where to obtain a questionnaire regarding this subject); Other References; General Works on Aging; People Count! (statistics, charts, and tables); Pick a Topic (subject index); and You Were Asking? (additional sources of information). (DB)

ED 072 356 AC 014 200
Welch, William C.
Factors Concerned with Cooperative Extension Work with Low-Income Clientele in Louisiana. The Findings from Extension Studies.
Louisiana State Univ., Baton Rouge. Cooperative Extension Service.
Pub Date Dec 71
Note—6p.; Summary of Ed.D. dissertation, Louisiana State University; R and T Summary No. 31
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Collection, Doctoral Theses, *Employee Attitudes, *Extension Agents, *Extension Education, *Low Income Groups, *Professional Personnel, Program Evaluation, Questionnaires
Identifiers—*Louisiana Cooperative Extension Service
All Extension professionals employed by the Louisiana Cooperative Extension Service during the entire Fiscal Year 1971, a total of 378 employees, participated in a study to determine their attitudes toward working with low-income clientele. Data were collected by mail questionnaire, personnel records, and statistical reports from the employees. Of the questionnaires, 355 usable ones were returned. The major dependent variable was an attitude score calculated for each participant by assigning values to answers to eight questions relating to various aspects of low-income work. Results of the data analysis show: (1) that most of the personnel had a generally positive attitude toward low-income work, with older employees having higher attitude scores; (2) employees who spent most time with low-income audiences had higher attitude scores; also administrators and rural development agents had significantly more positive attitudes toward low-income work; (3) the employees felt that their first audience priority was rural communities; low-income farmers were rated second, followed by commercial farmers; (4) nearly all felt that specialized training was needed; (5) a small majority felt that each Extension worker should have responsibility for low-income work; (6) there was general agreement that such work will increase during the next five years; (7) generally, home economics subjects were listed as most important; and (8) the employees felt strongly that educational programs were the most effective strategy for assisting low-income audiences. (DB)

ED 072 357 AC 014 201
McFatter, Bobbie L.
Factors Associated with Clothing Habits and Attitudes among Older Persons. The Findings from Extension Studies.
Louisiana State Univ., Baton Rouge. Cooperative Extension Service.
Pub Date Dec 71
Note—6p.; Summary of M.S. thesis, Louisiana State University; R and T Summary No. 36
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, Attitudes, Caucasians, *Clothing, Data Analysis, Educational Background, Health, *Hygiene, Income, *Interviews, Masters Theses, *Older Adults, Participant Characteristics, *Social Life
To determine some of the factors associated with clothing habits and attitudes and their relationship to social participation among persons 65 years of age and older, personal interviews were conducted with 100 white people, 65 and older. The possible association between the extent of participation and other variables such as attitudes, habits, age, sex, health, education, and income was also studied. An analysis of the data collected showed the following: (1) there was more social participation in the 65-70 years of age group (72%) than in the group 71 and older (28%); social activities participated in most were church services, visiting out of town, and visiting neighbors; there was no significant sex difference in the participation; and higher levels of education and occupational status, as well as fewer health problems were major factors in participation; (2) those with more participation expressed more concern about what others thought of their clothes and gave greater care to personal grooming and care of the home; (3) those who participated more had larger average monthly clothing expenditures; (4) those who participated more were more likely to plan their clothing purchase, but also more likely to buy on impulse; (5) families were the most important source of advice about clothing for both groups; and (6) transportation and tiring easily were the greatest problem for the less participation group, whereas finding a style they liked and getting a good fit were greater problems for those with more participation. (DB)

ED 072 358 AC 014 202
Williams, Leodrey
A Study of the Expanded Nutrition Education Program in Three Northeast Louisiana Parishes. The Findings from Extension Studies.
Louisiana State Univ., Baton Rouge. Cooperative Extension Service.
Pub Date Aug 70
Note—6p.; Summary of M.S. thesis, Louisiana State University; R and T Summary No. 18
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Programs, *Extension Education, Females, *Homemaking Education, Indigenous Personnel, Interviews, Low Income Groups, Masters Theses, *Nutrition Instruction, *Program Evaluation, Short Courses, Subprofessionals
Identifiers—*Expanded Nutrition Education Program, Louisiana
The value of a special nutrition program in three Northeast Louisiana parishes as to the effectiveness of the structured organizational approach, the teaching methods and techniques used, and use of sub-professional workers from their respective community was studied. The nutrition knowledge of 120 homemakers was determined before any training in nutrition, immediately after eight weeks of training, and again four months later. The personal interview method was used to collect the data. The same questions regarding the kind of food and drink the homemaker had during the 24-hour period prior to the interview were used in each interview. Results of the study showed that participation in the Expanded Nutrition Education brought about changes in food habits and knowledge of homemakers, but the observation four months later indicated regression in most cases. The structured organizational approach used by Extension in conducting the program proved to be a profitable experience for the Extension Aide. (DB)

ED 072 359 AC 014 203
Course Catalogue, 1972-1973, Labor Relations Training Center.
Civil Service Commission, Washington, D.C. Bureau of Training.
Pub Date 73
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Catalogs, *Collective Bargaining, *Course Descriptions, *Industrial Relations, *Management Education, Noncredit Courses, Short Courses, Symposia, Training Objectives, Training Techniques, Workshops
Identifiers—*Labor Relations Training Center
The curriculum of the Labor Relations Training Center is designed to: (1) orient top executives to the latest trends in public sector labor-management relations; (2) increase knowledge and understanding among all Federal, state, and local executives, managers and supervisors about the requirements and processes of collective bargaining; and (3) increase the skills and operational capabilities of managers and supervisors engaged in daily contact with labor organizations. The format of the training includes orientation, formal instruction and skill development; it utilizes current educational methods and encourages and expects a high level of student participation during training sessions. The courses in the

General Series, designed to orient and provide a general understanding and knowledge of the functional aspects of the labor relations process, are: Labor Relations Briefing for Executives (1 day); Labor Relations for Supervisors (3 days); Basic Labor-Management Relations (5 days); Introduction to Collective Bargaining Negotiations (5 days); Labor Relations for Personnel Specialists (3 days); and Labor Relations Symposium for Executives (3 days). The Specialty Workshop Series are courses designed to provide specific skill training; these are: Labor Disputes and Their Resolution (3 days); Advanced Collective Bargaining Negotiations (5 days); Workshop on Arbitration and Fact-Finding (4 days); and Management Preparation for Labor Relations (4 days). The focus, cost, and dates of all courses are provided. (DB)

ED 072 360 AC 014 204

Summary of Perspectives of Adult Education in the United States and a Projection for the Future. Report for the Third International Conference on Adult Education, Sponsored by the United Nations Educational, Scientific and Cultural Organization, Tokyo, Japan, July 25-August 7, 1972.

Office of Education (DHEW), Washington, D.C.
Report No—DHEW-OE-72-202
Pub Date 72
Note—37p.; Text provided in both Japanese and English
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5.213:13043, $.45)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Age Differences, Career Education, Continuous Learning, Curriculum Design, *Enrollment Trends, *Organization, Participant Characteristics, *Program Evaluation, Program Planning, Racial Composition, Sex Differences, *Social Factors, Teacher Education
Identifiers—UNESCO, *United States

Adult education in the U.S. today and its future are summarized. As it presently exists, adult education is said to be local in nature. A national adult education research project is currently being conducted to determine the performance requirements for adults in a postindustrial society. Adult education has been a strong factor in raising the expectations of the disadvantaged, and it has also been a tool in meeting some of these new expectations. Two educational concepts that grew in importance during the decade were career education and lifetime learning. Adult education is organized in many communities in connection with the elementary and secondary school system; however, in most communities employers, churches, unions, military service schools, colleges, public libraries, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions also provide adult education. It assumes such varied forms as courses taken for credit, informal instruction, on-the-job training, correspondence study, and discussion groups or demonstrations at home, in the shop, in the field, or in the office. The college or university has provided most of the training for adult educators. Among the estimated total population of 130,314,000 persons age 17 and over, 10.1% participated in adult education, and 8.1% were full-time students. Excluding full-time students, of the 119,719,000 eligible, 11% participated in adult education. Women outnumbered men in the population, but more men participated in adult education. A common concern for effective methods aids in a predicted massive growth in adult education. (DB)

CG

ED 072 361 CG 007 529

Dembroski, Theodore M. Pennebaker, James W.

The Effects of Guilt-Shame Arousing Communications on Attitudes and Behavior.

Pub Date Apr 72
Note—13p.; Paper presented at the Southwestern Psychological Association Meeting, April 20-22, 1972, Oklahoma City, Oklahoma
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adults, *Arousal Patterns, Communication (Thought Transfer), Communication Problems, *Stimulus Behavior, *Verbal Communication

Two studies sought to investigate two levels (high vs. low) of guilt-shame arousing appeals in the areas of adoption and needy children on expressed guilt, attitudes toward the communicator and communication, information retention, and intended and actual commitment to various behaviors. Subjects were 68 adult men and women drawn from Presbyterian Sunday schools and women's clubs. A tape recorded-slide format served as the means of presentation. The high-guilt arousing message vividly portrayed the undesirable physical, emotional, and intellectual consequences of neglection on unwanted children. The low-guilt message was similar in content and length but utilized less "emotional" language and pictures. Both messages concluded with identical recommendations. The manipulation checks on guilt arousal were significant in the predicted direction. No significant differences were obtained between conditions on information retention or attitudes toward the speaker or the communication. Generally low guilt was found to be significantly more effective in persuading subjects to comply with the recommendations of the message for intended but not actual behavior. (Author)

ED 072 362 CG 007 549

Sprinthall, Norman A.

A Curriculum for Psychological Development: Learning Psychology by Doing Psychology.

Pub Date Apr 72
Note—14p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association, 5-8 April 1972, Detroit, Michigan
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, *Educational Innovation, Emotional Development, *High School Curriculum, High School Students, Instructional Innovation, Mental Development, Peer Relationship, Personal Growth, Practicums, *Program Descriptions, *Psychology, Seminars

This paper presents a brief critique of the current failures of schooling to produce healthy psychological growth as well as a rationale for needed new forms for education. A new curriculum for secondary schools is presented, the result of a three year project in public schools. Employing a combination of practicum and seminar experiences in series of classes in psychology as the basic pedagogy, high school students were shown to develop both the requisite skills as well as experience personal growth. Classes in peer-counseling, cross-age teaching, and nursery school work formed the practicum. The resulting curriculum gives promise of promoting psychological growth for secondary school students. Both statistical and clinical evidence indicated significant psychological development on the part of the teenage psychological practitioners. References are included. (Author)

ED 072 363 CG 007 661

Beirn, Russell And Others

Antecedents and Consequences of Early School Leaving.

International Bureau of Education, Geneva (Switzerland).
Pub Date 72
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, *Area Studies, Bulletins, *Developing Nations, *Dropout Research, Dropouts, Educational Development, *Educational Research, Field Studies, Out of School Youth, Research, Research Design, Research Methodology, Research Needs, Students
Identifiers—Third World Education Systems

This analytical survey of research on early school leaving was done under the auspices of the Center for Studies in Education and Development at the Graduate School of Education of Harvard University. The purpose of the study is to offer an introduction to research on the antecedents and consequences of early school leaving for planners, practitioners, and researchers who are concerned with education. "Antecedents" of early leaving comprise those factors outside as well as inside the school that seem to be related to departure from school; "consequences" of early leaving deal with the extent to which post-school characteristics of individuals differ according to their level of schooling. The major point of reference in the survey is the Third World; relevant materials from developed countries such as the United States are included primarily to broaden the horizon of possible research designs, methods, and hypotheses that might be considered in formulating new studies in the Third World. The authors carefully note that the concept of early school leaving will vary by system and setting; therefore, what constitutes "early" leaving will have to be viewed in reference to the particular country where the study is conducted. A major portion of this bulletin is devoted to the research abstracts which detail time and location of the study, objectives, methods employed, and the findings. (Author/SES)

ED 072 364 CG 007 689

A Multimedia Reference Listing of Materials on Drug Education.

New York State Education Dept., Albany.
Pub Date 71
Note—151p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Bibliographies, Drug Abuse, *Drug Education, *Education, *Educational Experience, *Health Education, *Instructional Materials

This multimedia resource guide provides a listing of various materials on drug education. The materials listed include the following: advertisements; charts; editorials; posters; audio and video tapes; audiovisual catalogs; bibliographies; books; drug education kits; essays; film reviews; films; filmstrips; general articles; pamphlets and government publications; papers, proceedings and reports; professional articles; radio and television spot announcements; serial publications; slides; sources of information on drug education; student textbooks and booklets; teachers handbooks and curriculum guides; and transparencies and overlays. This resource guide, put out by the New York State Education Department, is based on the premise that the primary focus in drug education should be placed on prevention through effective educational experiences. (WS)

ED 072 365 CG 007 697

Strand I - Physical Health; Disease Prevention and Control for Grades 4-6.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
Pub Date 70
Note—32p.; Reprint
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communicable Diseases, *Curriculum Guides, *Disease Control, Elementary Grades, *Elementary School Curriculum, Elementary School Teachers, Health, *Health Education, Instructional Aids, *Physical Health
Identifiers—New York State Education Department

This health curriculum guide, intended for use with children in grades four through six, sees man's struggle to discover new knowledge for the prevention and control of disease in historical perspective. The contents of the guide are presented in outline form and cover the nature of disease, the history of disease, modern approaches to disease control, and the significance of disease to the individual and to society. For each content area and its sub-divisions fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary information--including infectious organisms, immunization, and antibiotics--which a teacher could incorporate into the lessons at a simplified level. Appendices include a time line to chart key advances in man's understanding of disease, an outline of the development of medicine and public health from the Stone Age to the present, information on noncommunicable diseases and ailments, and guidelines for independent study and class discussion. Multimedia resources are also listed. Outcomes of this unit in physical health are given in terms of understanding the basic differences between communicable and noncommunicable diseases, perspective gained on man's historical efforts to understand and cope with disease, familiarity with the mechanisms of immunity, and comprehension of the significance of disease prevention and control. (SES)

ED 072 366 CG 007 698

Strand I - Physical Health; Disease Prevention and Control for Grades 7, 8, and 9.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communicable Diseases, *Curriculum Guides, *Disease Control, Diseases, *Health Education, Instructional Aids, *Junior High School Students, *Physical Health, Student Personnel Programs, Teaching Guides
Identifiers—New York State Education Department

This health curriculum guide, intended for use with grades seven through nine, places considerable emphasis on the understanding that current knowledge of disease prevention has an impact on the incidence of prevalence of communicable diseases. The contents of the guide are presented in outline form and cover historical development of man's knowledge of disease, ecological relationships, communicable disease, resurgence of venereal disease, and degenerative disease. For each content area and its sub-divisions fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary information which a teacher could incorporate into the lessons at a simplified level. Outcomes of this unit in physical health are given in terms of the student's (1) awareness of the effects of communicable diseases on human life; (2) appreciation of the progress of man's efforts to control communicable disease; (3) familiarity with conditions under which communicable diseases may be transmitted; (4) knowledge of various methods of protection from communicable diseases; (5) application of desirable personal health practices; (6) understanding of ecological factors related to disease prevalence; and (7) familiarity with the epidemiological method in the prevention and control of disease. Multimedia resources--including books, pamphlets, and films--are included. (SES)

ED 072 367 CG 007 716
Carney, Clarke G.
A Career Development Workshop for Emotionally Disadvantaged Students.
Kansas State Univ., Manhattan. Center for Student Development.
Pub Date Sep 72
Note—19p.; Paper presented at the American Psychological Association Convention, September 2-8, 1972, Honolulu, Hawaii
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Decision Making, *Economically Disadvantaged, *Guidance Programs, High School Students, *Occupational Choice, Occupational Guidance, Research Methodology, Research Projects, Student Personnel Services, *Vocational Development

The investigation described in this study was a two part procedure which attempted to answer the general question: "Do the constructs of indecision and indecisiveness adequately describe disadvantaged individuals who experience difficulties in making a career decision?" The sampling was from a population of disadvantaged high school and college students. The first part of the study, which tested the effectiveness of the University of Utah Counseling Center's Career Planning Workshop as a treatment for vocational undecidedness in a disadvantaged population, did not yield statistically reliable differences between the experimental and control groups. The second segment of the study was an exploratory rather than definitive investigation of the general question given above. The subjects had all experienced the Career Planning Workshop; one group showed an increase in degree of career decidedness subsequent to workshop treatment, while the second group did not show an increase. Both groups were given the Vocational Development Inventory and the State-Trait Anxiety Inventory. Although differences between the groups were not statistically reliable, the group which had increased in decidedness exhibited greater vocational maturity and less state- and trait-anxiety than the group which had not shown an increase in decidedness. References are included. (Author/SES)

ED 072 368 CG 007 721
Ekstrom, Ruth B.
Barriers to Women's Participation in Post-Secondary Education. A Review of the Literature.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—ETS-RB-72-49
Pub Date Oct 72
Note—88p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Bulletins, Educational Equality, Educational Problems, Females, Higher Education, *Literature Reviews, *Post Secondary Education, *Sex Discrimination, Social Attitudes, *Womens Education

Although the phenomenon has long been observed that women enter all types of post-secondary education at lower participation rates than men, there have been few attempts to analyze the reasons for this. These barriers may be categorized as (1) institutional, (2) situational, and (3) dispositional. Institutional factors that serve to exclude women from participation in post-secondary education include admissions practices, financial aid practices, institutional regulations, types of curriculum and services adopted, and faculty and staff attitudes. Situational barriers that deter women from participation in further education include family responsibilities, financial need, and societal pressures. Dispositional barriers that prevent women from continuing education include their fear of failure, attitude toward intellectual activity, role preference, ambivalence about educational goals, level of aspiration, passivity, dependence, and inferiority feelings. References are included. (Author)

ED 072 369 CG 007 726
Kaplan, H. Roy And Others
Human Relations Perspectives on Motivation: A Critical Appraisal.
Pub Date Aug 72
Note—24p.; Paper presented at the American Sociological Association meeting (67th, August 28-31, 1972, New Orleans, Louisiana)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Cultural Factors, Decision Making, Employee Attitudes, *Human Relations, Literature Reviews, Management, Models, *Motivation, Participation, Personality, *Personnel Management, *Personnel Policy, Self Actualization, Social Class, Work Attitudes

While the appellation of Human Relationist has fallen into disuse today vestiges of this tradition persist in many approaches to "humanize" organizations. In this paper, Human Relations assumptions about the motivation of workers and their desire for participation are analyzed and assessed in relation to empirical studies. A typology of models of participation is also developed to compare and evaluate workable methods of participation in organizations with the more idealistic alternatives offered by advocates of humanistic management and industrial humanism. The data indicate that Human Relationists may be overstating the utility and benefits derived from increased worker participation in organizational decision making; and their belief in the necessity for workers to self-actualize in their jobs is predicated upon assumptions which seem to ignore the influence that social class has on the motivations of workers. (Author)

ED 072 370 CG 007 731
Melching, William H. And Others
Relationship of Education Level to Capabilities and Attitudes of Young Enlisted Men.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-72-29
Pub Date Oct 72
Note—38p.; Exploratory Research 83
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Achievement, *Achievement Tests, Armed Forces, Attitudes, *Attitude Tests, Educational Development, *Enlisted Men, Interpersonal Competence, Knowledge Level, *Military Personnel, Military Training, *Personnel Evaluation, Personnel Management, Personnel Selection, Research Projects, Skills, Social Attitudes, Testing
Identifiers—Army, General Educational Development (GED) Program

The objective of this research was to determine the feasibility of developing a functionally oriented General Educational Development (GED) program. To obtain information about problems of adaptation common to undereducated men, and to obtain information about knowledges and skills such men may not have, an achievement test/attitude questionnaire was administered to a large group of enlisted men. The instrument was designed to assess men's attitudes and skills with respect to financial, health, insurance, legal, and interpersonal problems. Men who took the test ranged in education level from less than 8 years to over 16 years. Higher educated men performed significantly better on the achievement test than did lower educated men, but high school dropouts (education level 9-11 years) consistently scored lowest of all. When attitude scale items were categorized as reflecting good vs. poor attitudes, poor attitudes decreased as education level rose. The results showed a strong correlation between errors on the achievement test and percentage of poor attitudes. (Author)

ED 072 371 CG 007 733
Miller, G. Dean And Others
Elementary School Guidance: Demonstration and Evaluation.
Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—368p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Counselor Evaluation, *Elementary School Counselors, *Elementary School Guidance, Elementary Schools, Elementary School Students, Evaluation Techniques, Guidance Functions, *Guidance Services, Models, Program Evaluation, *Pupil Personnel Services, Research Projects, Tables (Data)

This study sought to examine elementary school counselor functions as an index to model implementation in Minnesota demonstration projects through analyses of function purposes, types of functions, and counselor effort variables and the relationship between counselor functions and important pupil-staff-parent guidance outcome variables. Interrelationships among pupil-staff-parent variables were also examined. In addition the study was concerned with the nature of the guidance model which was actually implemented in the schools: developmental, remedial, or a combination of these two. As an evaluative tool, the study results can be examined to determine both the degree of model implementation and model effectiveness as well as provide useful feedback to counselor educators who prepare graduate students to perform specific guidance functions in elementary schools. Although the study included a group of elementary school counselors from just 17 Minnesota schools, the elementary school guidance movement is a relatively new phenomenon and thus theoretical conceptualizations, model building, and experimentation set forth here could be useful to anyone concerned with the development of elementary school guidance programs. Analysis of the data was done through the use of analysis of variance, Scheffe test, t test, product-moment correlation, and the multiple regression technique. An extensive listing of references is included. (Author/SES)

ED 072 372 CG 007 735
Moore, Robert C. A.
Research Report on the Oakland Public Schools Youth Opportunities Project: The Experience of the First Year, 1964-65.
Pub Date 66
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling, *Dropouts, Educational Research, High School Students, *Youth Opportunities, *Youth Problems, *Youth Programs

Dropout-prone students at two Oakland high schools were identified and divided into control and experimental groups at both schools. Experimental group students received special counseling attention during the year. Attempts were made at providing them with part-time jobs. No significant differences in dropout rates between the experimental and control groups as a whole were found. At one school experimental group boys had a significantly lower dropout rate than control group boys; at the other school a non-significant difference in the opposite direction was found. Planning and supervisory problems may have limited the effectiveness of the program and

certainly reduced its value for providing research information. (Author/CG)

ED 072 373 CG 007 747

Starr, Jerold M. Cutler, Neal E.

Sex Role and Attitudes Toward Institutional Violence Among College Youth: The Impact of Sex-Role Identification, Parental Socialization, and Socio-Cultural Milieu.

Spons Agency—Foreign Policy Research Inst., Philadelphia, Pa.; Pennsylvania Univ., Philadelphia.

Pub Date Aug 72

Note—50p.; Paper presented at the American Sociological Association Annual Meeting (67th, New Orleans, Louisiana, August 28-31, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitudes, College Students, Demonstrations (Civil), *Family Background, Females, Males, Role Conflict, *Sex Differences, Social Attitudes, *Social Development, Socialization, *Violence

Attitudinal differences between males and females on certain issues have been repeatedly documented through commercial public polls and academic studies. One of these differences is the greater reluctance on the part of females to support the use of institutional violence as an instrument of public policy. This paper empirically explores the components of sex-role identification, parental socialization, and socio-cultural milieu as independent hypotheses using a design which separately measures the effect of these on male-females attitudinal differences toward institutional violence. A systematic analysis of male-female differences in mean attitude scale scores revealed the following: (1) females, as hypothesized, are consistently more opposed to nuclear wars and capital punishment, more pacifistic, and more concerned about world survival; (2) none of the previously hypothesized explanations of sex-role differences alter this pattern. The authors conclude by suggesting alternative conceptual approaches to the investigation of the genesis of male-female differences in attitudes toward institutional violence. (Author/WS)

ED 072 374 CG 007 750

Woodworth, Donald G.

The Effects of Laws Governing Youth Employment and School Attendance on Youth Offenses and Delinquency.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.

Report No—SRI-P-I-5332

Pub Date Dec 65

Note—120p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adolescents, *Child Labor, Delinquency Prevention, Delinquent Behavior, *Delinquent Identification, Employment Opportunities, *Out of School Youth, Research Projects, *School Attendance Laws, *Youth Problems

This report deals with three major problem areas--education, employment, and crime--facing the nation and its youth today. Specifically, the report addresses itself to the effects that school attendance laws and child labor laws have on the incidence of youth offenses and delinquency. It was further limited to the investigation of delinquencies in males, ages 12 through 17. Field case studies were conducted in ten locations, followed by literature searches and analysis of statistical data from federal and local agency reports. The study results do not support the hypothesis that a relationship exists among youth offenses and delinquency, compulsory school attendance laws, and child labor laws. Other conclusions of the study were that: (1) Youths' behavior with respect to school attendance and employment was not influenced by child labor and compulsory attendance laws; (2) Youths who are out-of-school and out-of-work are likely to become greater delinquency risks; (3) Enforcement of a child labor law that closes most employment opportunities for youth does not necessarily result in an increase in youth crime; (4) Youth crime does not appear to represent hostile or aggressive acts, such as crime against persons. Recommendations for government action are included that relate to education, employment, and other problems of youth. (Author/SES)

ED 072 375 CG 007 754

Extension and Improvement of Psychological Services Provided to Children in Areas of Economic Deprivation, January 31, 1966 - June 17, 1966.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date 66

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attendance, Behavioral Counseling, *Economically Disadvantaged, Educational Research, *Elementary School Students, Learning Difficulties, Program Evaluation, *Psychological Services, Research Methodology, Research Projects, *School Psychologists, *Secondary School Students

The study is a project undertaken by the school psychologists of the Milwaukee Public Schools in order to evaluate the psychological services provided to primary and secondary school children from areas of economic deprivation who are experiencing learning or behavioral problems. Research design was of the test-retest variety; specifically, I.Q. tests, three achievement tests, and a student attitude instrument were administered just prior to the student's first contact with the school psychologist and again at the end of the school year. Results were not significant at the .05 level; thus, conclusions could not be drawn. In addition, school records were checked and these revealed a significant increase in student attendance coinciding with the semester when they received psychological service. Finally, a descriptive evaluation of the program was achieved through questionnaires. While teachers felt that psychological services were of some value in dealing with particular learning and behavior problems, school administrators responded that the program was more than satisfactory in fostering good teaching morale, in developing a good teaching-learning environment, and in contributing to out-of-school activities. Appendices include several of the forms used in evaluation. (Author/SES)

ED 072 376 CG 007 755

Strand I, Physical Health: Health Status. Health Curriculum Materials for Grades 4-6.

New York State Education Dept., Albany. Curriculum Development Center.

Pub Date 69

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Guides, Elementary Education, *Elementary Grades, Elementary School Curriculum, Elementary School Teachers, *Health Education, *Health Programs, *Instructional Aids, Personality Development

This health curriculum guide, intended for use with children in grades four through six, contends that the school is in a unique position to supplement efforts by home and community in raising the levels of physical, mental, and social-emotional health for each child. The contents of the guide are presented in outline form and cover observing signs of positive health, planning for total fitness in each individual's life, and other environmental and community factors which may influence health. For each content area and its subdivisions, fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary teacher and student references; these include books, filmstrips, and other audio-visual aids. Outcomes of this health unit are given in terms of the student's understanding of personal health practices, his appreciation of health measurement techniques, and the importance of periodic health assessment, his knowledge of the school health team and other community helpers, and his awareness of certain physical, mental, and social-emotional commonalities and differences which exist between himself and his peers. (Author)

ED 072 377 CG 007 756

Strand III, Mental Health: Health Curriculum Materials for Grades 4, 5, 6.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 70

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Guides, Elementary Grades, *Elementary School Curriculum, Elementary School Teachers, *Family Life Education, Growth Patterns, Instructional Aids, *Maturation, *Mental Health Programs, Personality Development

Identifiers—New York

This mental health curriculum guide, intended for use with children in grades four through six, further develops the concepts and understandings introduced in the primary grades. The contents of the guide are presented in outline form and cover the family as a social unit, role arrangements in family life, and the construct of personality. For each content area and its sub-divisions fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary information--including further definitions, the process of human reproduction, and the psychology of puberty--which a teacher could incorporate into the lessons at a simplified level. Outcomes of this unit in mental health are given in terms of the student's understanding of interpersonal familial relationships, of increased responsibility for his own personal decisions and behaviors, and of his appreciation of the complex physical, emotional, and social changes one experiences in the process of growing and developing toward adulthood. (SES)

ED 072 378 CG 007 757

When Children Move From School to School.

Association for Childhood Education International, Washington, D.C.

Pub Date 72

Note—49p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bulletins, Child Development, *Child Psychology, Children, *Family Mobility, *Migrant Children, Parent Responsibility, School Responsibility, Social Psychology, *Student Mobility, Student Problems, Teacher Responsibility, Transfers, *Transient Children

This bulletin examines the impact upon children of the increase in the general population's mobility. Particularly since World War II, as our industrial society has become more highly organized and as transportation facilities have increased, there has been a tremendous increase in the number of families moving from one place to another. How these moves from known neighborhoods, schools, and communities are made and to what extent the children are taken into consideration in planning often make a great difference in the psychosocial development of the child. Long- and short-range planning for such a move is discussed in light of the child's own self-understanding and, more specifically, what parents, teachers, and children can do to make the change of school and community less difficult. Other sections of the bulletin include helping migrant children learn while they continue to move, integrating the new child into the classroom, and a reading list that includes books related to a wide range of experiences met by children in new school situations. (Author/SES)

ED 072 379 CG 007 764

Acker, Joan Howard, Mary

Societal and Familial Supports in the Development of Feminists.

Pub Date Aug 72

Note—26p.; Revision of a paper titled "On Becoming a Feminist". Presented at annual meeting of the American Sociological Association, New Orleans, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, Family Attitudes, *Family Influence, *Females, *Feminism, Research Projects, *Sex Discrimination, *Social Change, Social Influences, Social Values

The research presented in this study examines who feminists are and what kinds of life experiences may have contributed to the process of becoming a feminist. A discussion of the barriers to the emergence of a women's movement and a reconsideration of some current explanations of the emergence of a movement at this particular historical moment provide some context for a study of the social development of feminists. Criterion for selecting study subjects was self-identification in terms of commitment and action; in all, 54 women were interviewed, all of whom were students at the time of the interviews and were from predominantly middle class homes. The composite picture of the contemporary feminist which emerges from the research is

described in terms of three non-exclusive and sometimes mutually reinforcing models: the bright academic, the father's girl, and the early independent. While the process of becoming a feminist was most often a gradual evolution rather than a sudden conversion, most of the respondents were able to cite specific events and periods during their lives when they became conscious of their oppression as women. (Author/SES)

ED 072 380 CG 007 768

Connor, Michael E.

Modifying Classroom Behavior: An Experiment Utilizing Black 'Analysts' with Black Children.

Pub Date Sep 72

Note—34p.; Paper presented at the American Psychological Association Meeting, September 2-8, 1972, Honolulu, Hawaii

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Science Research, *Behavior Problems, *Black Community, College Students, *Cultural Awareness, Elementary School Students, Mental Health, Mental Health Programs, Mexican Americans, *Negro Attitudes, *Problem Children, Racism, Research Projects, Student Teacher Relationship

Black psychologists have indicated that new methods which are culturally aware, appropriate, and relevant are needed to deal with mental health problems in the Black community. In this study an attempt was made to determine if university student trainees (one Chicano, two White, eight Black) who had no prior experience could be trained to observe, assess, and intervene in the classroom environment using contingency management techniques. These Classroom Behavior Analysts (CBA's) were trained in a controlled environment and were then placed in either a Headstart class or an elementary school; in all cases the CBA and the target, problem-behavior child were of the same race. All five hypotheses were generally supported: (1) existing behavior procedures would have to be modified for cross-cultural use; (2) many teachers would alter their definitions of problem behavior when asked to operationally define it; (3) many behaviors labeled as problem by white teachers would be viewed as non-problem by Black CBA's; (4) Black teachers would be more successful in modifying Black Children's behavior than were their white counterparts; and (5) old children can act as their own mediator and thus effectively function to modify their own behavior if they so desire. (Author/SES)

ED 072 381 CG 007 769

Davison, Gerald C. Taffel, Suzanne J.

Effects of Behavior Therapy.

Pub Date Sep 72

Note—32p.; Paper presented at the American Psychological Association Meeting, September 2-8, 1972; Honolulu, Hawaii

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior, Behavioral Sciences, *Behavior Change, Change Agents, Changing Attitudes, *Conditioning, Desensitization, Experimental Psychology, Literature Reviews, Psychology, *Reinforcement, Reinforcers, *Therapy

This paper provides a brief and selective overview of several areas of behavior therapy, or applied experimental psychology with the usual concern for careful measurement, operationization of terms, and dispassionate examination of ideas which can be experimentally tested. The authors review the method of token reinforcement, with its subsequent problem of maintaining token-induced behavioral changes in nontoken environments. Second, they look at systematic desensitization, concluding that researchers are far from even a reasonable tentative answer to why the procedure works. A third area of research explored is the Masters and Johnson therapy, whose treatment package can be construed as behavior therapy. Finally, aversive therapy--avoidance or aversive "conditioning"--with homosexuals is reviewed, with special emphasis on the work of Feldman and MacCulloch. The authors feel that the very essence of behavior modification is its critical and experimental stance towards the whole area of clinical psychology and psychiatry. References are included. (Author/SES)

ED 072 382 CG 007 774

Finn, Peter Platt, Judith

Alcohol and Alcohol Safety: A Curriculum Manual for Elementary Level. Volume I of II.

National Highway Traffic Safety Administration (DOT), Washington, D. C.; National Inst. of Alcohol Abuse and Alcoholism (NIMH), Rockville, Md.

Report No—DOT-HS-800-707

Pub Date Sep 72

Note—314p.; Prepared under contract by Abt Associates, Inc., Human Development Div., Cambridge, Mass

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Alcohol Education, Alcoholism, *Curriculum Guides, Elementary Grades, *Elementary School Curriculum, *Elementary School Students, Elementary School Teachers, Health Education, Learning Activities, Manuals, Safety Education, *Teaching Guides, Teaching Methods

This manual is the first in a series of Alcohol and Alcohol Safety Curriculum Manuals for use by teachers and curriculum developers. Geared to the elementary grade level, the objective of the manual is to promote responsible present and future decisions about alcohol. Emphasis has been placed on driver and pedestrian safety in recognition of the significance of the problem and of the fact that attitudes toward drinking-driving behavior are often developed as early as the elementary level. The manual can be used in three different ways: 1) as an aid to teachers in developing their own tailor-made curriculum outlines by applying the curriculum development process to the curriculum index and activities provided in the manual; 2) as a means for schools, state departments of education, health agencies, or private education companies to conduct community workshops; and 3) as a guide to treating specific alcohol topics in depth. To cover varied student concerns, teaching styles, grade level, and time constraints, the manual presents over 100 detailed classroom activities designed to achieve a variety of objectives covering all the major areas of alcohol and alcohol safety. (See CG 007 775 and CG 007 776). (Author/SES)

ED 072 383 CG 007 775

Finn, Peter Platt, Judith

Alcohol and Alcohol Safety: A Curriculum Manual for Senior High Level. Volume I of II.

National Highway Traffic Safety Administration (DOT), Washington, D. C.; National Inst. of Alcohol Abuse and Alcoholism (NIMH), Rockville, Md.

Report No—DOT-HS-800-705

Pub Date Sep 72

Note—340p.; Prepared under contract by Abt Associates, Inc., Human Development Div., Cambridge, Mass

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Alcohol Education, Alcoholism, *Curriculum Guides, Health Education, *High School Curriculum, Learning Activities, Manuals, Safety Education, Secondary Grades, *Secondary School Students, Secondary School Teachers, *Teaching Guides, Teaching Methods

This manual is the third in a series of Alcohol and Alcohol Safety Curriculum Manuals for use by teachers and curriculum developers. Geared to the senior high school level, the objective of the manual is the promoting of responsible decisions about alcohol use. Emphasis is placed on driver and pedestrian safety in consonance with the concern and out-of-school activities to be expected of this age group. The author suggests that the manual can be utilized in at least three different ways. First, individual high school teachers can develop their own tailor-made curriculum outlines by applying the curriculum development process to the curriculum index and the activities provided in the manual. Second, schools, state departments of education, health agencies or private education companies may use the manual to conduct community workshops. Third, the manual could be adapted to treat specific alcohol topics in depth. To cover varied student concerns, teaching styles, grade levels, and time constraints, the manual presents over 200 detailed classroom activities designed to achieve a variety of objectives covering all the major areas of alcohol and alcohol safety. See CG 007 774 and CG 007 776. (Author/SES)

ED 072 384 CG 007 776

Finn, Peter Platt, Judith

Alcohol and Alcohol Safety. Volume II of II. A Curriculum Manual for Elementary Level. A Teacher's Activities Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.; National Inst. of Alcohol Abuse and Alcoholism (NIMH), Rockville, Md.

Report No—DOT-HS-800-708

Pub Date Sep 72

Note—122p.; Prepared under contract by Abt Associates, Inc., Human Development Div., Cambridge, Mass

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Alcohol Education, Alcoholism, *Curriculum Guides, Elementary Grades, *Elementary School Curriculum, *Elementary School Students, Elementary School Teachers, Health Education, Learning Activities, Manuals, *Teaching Guides, Teaching Methods

This curriculum manual for the elementary school level is the first in a series on alcohol and alcohol safety and is designed as a teacher's activities guide. Each activity provided is a self-contained learning experience which requires varying numbers of class period and focuses on one or more objectives. Activities are numbered consecutively and are organized by alcohol topic areas: safety (general and interpersonal); attitudes toward alcohol and reasons people drink; effects; industry; and interpersonal (general, parents, and peers). Within each topic the activities are divided alphabetically by teaching method. These methods are art; audio visual; discussion; drama; including games and role plays; independent study, including interviews, polls, research, and teaching; lecture; reading; science; and writing. Each class period is clearly and concisely outlined for the teacher; core activity, objective, preliminary considerations, activities, variations and supplementary activities, and evaluation methods are provided and make the manual readily adaptable to the classroom. (See CG 007 774 and CG 007 775). (SES)

ED 072 385 CG 007 778

Gold, Joel A. And Others

Measurement of the Construct of Attitude Toward Student Activism.

Pub Date 72

Note—22p.; Abbreviated versions of this paper was presented at the meeting of the Eastern Psychological Association, Boston, April, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, *College Students, *Dissent, Measurement Techniques, Research Projects, *Social Attitudes, Student Alienation, *Student Attitudes, Student Opinion, Surveys, Tables (Data), Values

The study measures individual differences in attitude toward student activism on an 18-item Likert type scale. A validity comparison of a known extreme group with a sample from the general student population yielded a significant difference between the means of the groups. Construct validity was evaluated by first testing the differences between pro- and anti-activists on the Rokeach values scales and then examining the relationships between self value rankings of pro- and anti-activists and their perceptions of the rankings of student activists. Significant differences between the groups on self rankings were evidenced on a number of values known to differentiate activists from non-activists. Correlational data supported predictions that pro-activists would show positive relationships between their own values and those they perceived activists holding. Anti-activists showed zero correlations between self and perceived value rankings which may have been due to lack of an extreme-activist group from the college population. The author suggests that securing such a group might lead to even larger differences between ranking as well as to strong negative correlations. References and tables are included. (Author/SES)

ED 072 386 CG 007 779

Goldberg, Philip A.

Prejudice Toward Women: Some Personality Correlates.

Pub Date Sep 72

Note—18p.; Paper presented at the American Psychological Association Convention, September, 1972, Honolulu, Hawaii
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bias, *Discriminatory Attitudes (Social), Females, Individual Characteristics, Individual Psychology, Males, Personality, *Personality Assessment, Projective Tests, *Psychometrics, Research Projects, *Sex Discrimination, Social Attitudes, Tests
Identifiers—Berger Self Esteem Scale, California F Scale, Goldberg Misogyny Test, Minnesota Multiphasic Personality Inventory, Rotter Incomplete Sentence Blank
This research sought to determine what personality characteristics are associated with prejudice toward women, and given the reality of such characteristics, what is the functional, personal value of this prejudice. This paper reports on the results of a series of correlational studies intended to answer these questions using a variety of psychometric devices with a variety of subject population. The devices include the California F Scale, the Goldberg Misogyny Test, a Sex-Role Stereotype Questionnaire, the Minnesota, Multiphasic Personality Inventory, the Rotter Incomplete Sentence Blank, and the Berger Self-Esteem Scale. Research conducted does reveal some personality differences which exist between high and low misogynous subjects; however, the list of variables that did not discriminate significantly between high and low misogynous subjects is much lengthier than the list of variables that did discriminate. The author concludes that prejudice toward women is culturally fixed and an almost universal attitude and, as such, final explanations of the phenomenon are not profitably to be looked for at the level of individual psychology. References are included. (Author/SES)

ED 072 387 CG 007 780
Goldstein, Michael J.
Factors Observed During Adolescence Which Anticipate the Degree of Psychopathology and Social Competence Seen in Early Adulthood.
Pub Date Sep 72
Note—16p.; Paper presented at the American Psychological Association Convention, September 2-8, 1972, Honolulu, Hawaii
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adolescents, Behavior Patterns, Behavior Problems, Emotionally Disturbed, Family Influence, *Family Relationship, Followup Studies, *Longitudinal Studies, Prediction, *Psychopathology, Research Methodology, *Schizophrenia
The author conducted two studies of disturbed adolescents in an effort to specify the precursors of severe psychopathology in adulthood, particularly the schizophrenic spectrum of disorders. In the prospective study 35 disturbed adolescents were followed for a five-year period from age 16 to 21. Numerous measures were taken on the target adolescent as well as the family interaction patterns of his primary family group. Two criteria emerged as being particularly valuable in identifying the high risk adolescent: first, the perceived quality of relationships among primary family members and, second, the degree of bizarreness manifested in the adolescent psychopathology of the target child. In an attempt to follow up certain leads in these prospective data, a retrospective study was conducted using a sample of young adult schizophrenics whose parents were available as informants. The schizophrenics were also divided into good and poor premorbid based on a scale focused upon late adolescent patterns. The major finding in this study was that the descriptions of the adolescent behavior patterns of good and poor premorbids were very different and each resembled one of the prospective study's contrasting adolescent problem groups. (Author/SES)

ED 072 388 CG 007 826
Davis, J. Kent
Cognitive Style and Hypothesis Testing.
Pub Date 73
Note—18p.; Paper presented at the American Educational Research Association, New Orleans, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Ability, *Cognitive Development, *Cognitive Processes, College Students, *Hypothesis Testing, Learning Processes, *Perception, Perceptual Development, Research Projects
The primary purpose of this study was to determine empirically whether an individual's cognitive style differentially influences his hypothesizing behavior within a relatively simple information processing task: A characteristic of cognitive style explored is the manner in which an individual perceives and analyzes a stimulus configuration; specifically, performance on the Hidden Figure Test (HFT) was used as an operational method of identifying an individual's cognitive style. In the experiment the HFT was administered to 404 students in introductory educational psychology classes. Analytic and global subjects were distinguished in terms of a median split on the HFT scores and then administered learning set problems. In general, the conclusion to be drawn from this data is that analytic subjects are more proficient hypothesis testers than are global subjects. However, additional research is needed to determine if the higher percent of errors of global subjects is due to a memory loss, lack of attention, faulty use of feedback or some combination of these factors. (Author/SES)

ED 072 389 CG 007 860
Zanna, Mark P.
Intellectual Competition and the Female Student. Final Report.
Princeton Univ., N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-B-051
Pub Date 19 Jan 73
Grant—OEG-2-71-0051
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement, Fear, *Females, *Performance, Performance Criteria, Psychological Patterns, Sex (Characteristics), *Sex Differences, *Success Factors
Recent attention has been focused on the possibility that some women may fear success in competitive achievement situations. The present research suggested that fear of success might be mediated by an anxiety process of a self-presentational process. Experiments were conducted which attempted to distinguish between the two. In addition, studies were conducted to assess (1) the concept of dissimulation, (2) the "real world" effects of fear of success in a competitive academic environment, and (3) the negative consequences which result from being a relatively successful woman. The results indicated that: the performance decrement of high fear of success in women is less robust than previously thought; dissimulation is acknowledged by women in subtle forms and under rather specified conditions; fear of success does affect academic behavior, though nor necessarily academic performance, in the real world for both sexes; and whereas relatively successful women are perceived to possess traditionally masculine traits (e.g., intelligence), these traits are evaluated negatively rather than positively. Implications and future research direction were discussed. (Author)

ED 072 390 CG 007 861
Final Report: Title I Task Force on School Support Services.
Inner City Fund, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
Pub Date [69]
Contract—OEC-0-70-4962
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ancillary Services, *Health Needs, Health Programs, Lunch Programs, *Nutrition, *School Health Services, *Special Health Problems
This final report of the Title I Task Force on School Support Services shows that poor children in America suffer disproportionately from health and nutrition problems. The report explains why ESEA should be used to reduce these problems in Title I schools. The report also examines current health and nutrition support service programs in Title I schools. The remainder and majority of the report discusses what a Title I school health and nutrition program should include and ways in which the Office of Education can persuade and influence local school districts to initiate such programs in more efficient ways. Suggestions include the following: the development of guidance to help Title I personnel design support service programs and secure the benefits of existing government resources; the development and distribution which will describe ways OEO centers could work with schools; the establishment of a health advisory committee; the issuing of a booklet describing ways nutrition education for elementary children can be taught around the school lunch program. (Author/WS)

ED 072 391 CG 007 862
Edwards, Keith J. DeVries, David L.
Learning Games and Student Teams: Their Effects on Student Attitudes and Achievement.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
Report No—JHU-147
Bureau No—BR-6-1610
Pub Date Dec 72
Grant—OEG-2-7-061610-0207
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement, Attitudes, *Educational Games, Games, Junior High School Students, Learning, Learning Activities, *Learning Motivation, Mathematical Experience, Mathematics, *Mathematics Instruction, Programs, *Teaching Procedures, Teaching Techniques
A 2x2x3 randomized block design was employed with 117 seventh grade students to investigate the independent and combined effects of a learning game and student teams on students' attitudes and achievement in mathematics. Multivariate and univariate analyses of variance revealed that students in classes using games were more positive toward math class than students in classes using quizzes. Low and average ability students in team reward classes were more positive toward math class than similar students in individual reward classes, but the reverse was true for high ability students. Students in the game-task classes score significantly higher than those in quiz-task classes on a test of divergent solutions, but no significant differences were observed on a mathematics computations test. (Author)

ED 072 392 CG 007 863
Kidder, Steven J. Aubertine, Horace E.
Attitude Change and Number of Plays of a Social Simulation Game.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington D.C. Research and Development Centers Branch.
Report No—JHU-145
Bureau No—BR-6-1610
Pub Date Dec 72
Grant—OEG-2-7-061610-0207
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *Changing Attitudes, Ethnic Groups, *Games, High School Students, *Inner City, Racial Discrimination, *Simulation, *Social Attitudes
Identifiers—Ghetto Game
An experimental study was conducted in order to determine the effect of number of plays of the social simulation game "Ghetto" on attitudes toward people in general and ghetto people. It was expected that attitude change would increase with an increase in the number of plays of the game. This effect was not obtained. The game effect was greatest immediately after a thirty-five minute introduction to the game followed by two rounds of the game. The students' attitudes toward ghetto people seemed unusually positive for all treatment groups whether they played the game or not. Nevertheless, because the largest effect was obtained after the shortest experience with the game, it was suggested that teachers might use the game as a brief introduction to social problems in inner-city environments. (Author)

ED 072 393 CG 007 864
Livingston, Samuel A.
The Academic Games Program: A Summary of Research Results (1967-1972).
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
Report No—JHU-146
Bureau No—BR-6-1610

Pub Date Dec 72
Grant—OEG-2-7-061610-0207
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *Childrens Games, Classroom Games, Education, Educational Attitudes, *Educational Games, *Games, Instructional Media, *Learning, Learning Activities, Research, Simulation, Socialization
This paper reports the results of research conducted by the Academic Games program since its beginning in 1967. The research is classified and examined in three major categories: The Influence of Game-Playing on the Socialization of Children; Games as Controlled Research Environments, and Effectiveness of Games in Education. In addition, the paper contains brief summaries of the individual reports produced by the program. (Author)

ED 072 394 CG 400 069
Walz, Garry, Ed. And Others
Communique: Resources for Practicing Counselors, Volume 2, Number 2.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date Nov 72
Contract—OEC-3-6-00248701579(010)
Note—8p.
Available from—ERIC/CAPS; University of Michigan, Room 2108 School of Education, Ann Arbor, Michigan 48107 ($0.75 per copy and $3.95 for 10 issues)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Choice, *Career Opportunities, Counseling, *Counseling Programs, Counselors, *Minority Groups, Opinions, Publications, *Student Teacher Relationship, Teacher Evaluation
This issue of Communique presents various resources for counselors. It contains an article on the development of a "real placement program;" a review of books in which teenagers and teachers evaluate their school and each other; a report on the Purdue Opinion Panel; and a variety of information and resources on career information for minority students. (WS)

ED 072 395 CG 400 071
Walz, Garry, Ed. And Others
Communique: Resources for Practicing Counselors, Volume 2, Number 3.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date Dec 72
Contract—OEC-3-6-00248701579(010)
Note—12p.
Available from—ERIC/CAPS; University of Michigan, Room 2108 School of Education, Ann Arbor, Michigan 48107 ($0.75 per copy and $3.95 for 10 issues)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, Counseling, *Counselors, *Elementary School Students, Models, Peer Groups, *Peer Relationship, Publications, Research
This issue of communique contains a wide variety of materials, information, and practices for counselors. The feature articles focus on the selection of peer social models and on the involvement of non-classroom personnel in the modification of elementary student's behavior. The publication also presents abstracts of materials on counseling, research reports and articles of interest to counselors. (WS)

ED 072 396 CG 400 072
Walz, Garry And Others, Ed.
Communique: Resources for Practicing Counselors, Volume 2, Number 4.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date Feb 72
Contract—OEC-3-6-00248701579(010)
Note—12p.
Available from—ERIC/CAPS; University of Michigan, Room 2108 School of Education, Ann Arbor, Michigan 48107 ($0.75 per copy and $3.95 for 10 issues)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Skills, Counseling Effectiveness, Counselor Performance, Counselors, *Material Development, *Psychotherapy, Publications, *Research, Therapy
In this issue of Communique a program to enhance communication skills in counseling is presented. The books reviewed are about transactional analysis and behavioral self-control. The vibrations column covers new developments in various areas of counseling as well as recent research and materials. Other research is reported on. (WS)

CS

ED 072 397 CS 000 235
Harker, William John
Reading Comprehension to 1970: Its Theoretical and Empirical Bases, and Its Implementation in Secondary Professional Textbooks, Instructional Materials, and Tests.
Pub Date 71
Note—100p.; Ed.D. Thesis, The University of British Columbia
Available from—Canadian Theses on Microfilm, Cataloguing Branch, National Library of Canada, Ottawa (Order No. TC-10281, Mfilm $4.00)
Document Not Available from EDRS.
Descriptors—Instructional Materials, *Professional Education, Reading, *Reading Comprehension, *Reading Materials, *Reading Research, Reading Skills, Reading Tests
This study was designed: (1) to determine current concepts of reading comprehension deriving from experimental investigations and theoretical statements, and (2) to establish whether these concepts are represented consistently in current secondary professional reading textbooks, instructional materials, and published tests. Current knowledge of the nature of reading comprehension was found to derive from three sources: experimental investigations, verbal descriptions, and models. Experimental investigations have been primarily statistical analyses, studies of specificity of comprehension, and introspective-retrospective case studies. Verbal definitions of comprehension are of two types--skills-based and cognitive-based. Models have provided a number of definitions of comprehension, including definitions in terms of separate overt skills, hierarchical organizations of educational outcomes, external factors influencing the attainment of comprehension, cognitive operations, and psycholinguistic activity. The concepts of comprehension represented in secondary professional textbooks are expressed by verbally defined skill-based hierarchies. The conclusion was that a basic dichotomy exists between those concepts of comprehension expressed in terms of overt behavior and those described in terms of covert behavior. (Author/WR)

ED 072 398 CS 000 244
Arnesen, James Francis
The Use of Reading and Listening Tests to Diagnose and Match Students' Learning Needs with Respect to Reading or Listening Modes of Presentation of Programed Material.
Pub Date 72
Note—162p.; Ph.D. Dissertation, The University of Iowa
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-26,648, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Listening Skills, *Programed Instruction, Reading, Reading Diagnosis, *Reading Research, *Reading Skills, Reading Tests
The purpose of this study was to determine whether students who had been diagnosed as reading learners (by scoring above the mean on the advanced California Reading Test) or listening learners (by scoring above the mean on form Am of the Brown Carlsen Listening Comprehension Test) achieve at the same level using programed material presented in a corresponding mode as students for whom the mode of presentation of the programed study material was contrary to their diagnosed mode. The population consisted of 97 students enrolled in the Science Foundations Classes at the University of Iowa. The students were administered the diagnostic reading and listening tests, and four groups were formed on the basis of the IQ section scores. All students who scored above the mean on both tests were designated to group HRHL (high reading; high listening). The other three major groups, HRLL (high reading; low listening), LRHL (low reading; high listening), and LRLL (low reading; low listening), were formed in the same manner. Some of the results indicated: (1) the diagnosed HRHL groups performed best and LRLL groups worst; (2) in the X test, students were not found to be able to choose the same mode as would be diagnosed by the reading and listening tests; and (3) in the area of efficiency there were no significant differences except for the LRHL (listening mode performed better than the reading mode). (Author/WR)

ED 072 399 CS 000 256
Webber, Margaret Sharp
Prediction of Word Recognition Deficits from Articulation and Auditory Discrimination Ability at Time of First-Grade Entrance.
Pub Date 72
Note—92p.; Ed.D. Dissertation, Temple University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,220, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Auditory Discrimination, *Beginning Reading, *Grade 1, Phonics, Reading, Reading Instruction, *Reading Research, Reading Skills, Sight Method, *Visual Discrimination
The purposes of this study were to determine (1) if it is possible to predict which children will develop word recognition deficits based on levels of articulation proficiency and auditory discrimination ability; (2) the effect of two different instructional approaches for beginning reading, phonics, and whole-word approach; and (3) if first grade children who misarticulate have less well developed auditory discrimination ability than children with correct articulation. The subjects, all of the children enrolled in grade one in a rural Pennsylvania area, were grouped according to articulation and auditory discrimination ability. The SRA, Primary Mental Abilities, K-1; the Templin-Darley Tests of Articulation, Screening Form; the MacDonald Deep Test of Articulation; and the Wepman Test of Auditory Discrimination were administered during the first two months of the academic year; the Daniels' Word Recognition Lists, forms A and B, level one, and the Temple Informal Reading Inventory, Form A, level one, oral selection, were administered late in the Spring term. The results indicated that it is possible to predict which children will develop word recognition deficits in grade one based on articulation proficiency and auditory discrimination ability. (Author/WR)

ED 072 400 CS 000 284
Weiss, Jacques
Comparaison des Methodes de Lecture, Analyse Interne Descriptive. Rapport Intermediare. (A Comparison of Methods of Reading with an Internal Descriptive Analysis. Intermediate Report).
Institut Romand do Recherches et de Documentation Pedagogiques, Neuchatel (Switzerland).
Pub Date Sep 72
Note—143p.; Entire Document is in French
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Basic Reading, Children, Linguistics, *Oral Reading, Phonetics, *Phonics, *Reading, Reading Instruction, Reading Skills, *Teaching Methods, Word Recognition, Written Language
Identifiers—*Switzerland
The five different methods of teaching reading used in the schools of Neuchatel, Switzerland, are described in this study. Remi-Colette is the official method, approaching reading through the study of key words, then syllables, letters, and sounds. The second method, S'Exprimer-Lire (Express oneself-read), inspired by recent linguistic studies, emphasizes the phonetic approach to reading, arguing that the study of oral language is essential to learning the written language. The third approach, Bien Lire et Aimer Lire (Read Well and Enjoy Reading), stresses a mechanical reading approach, founded on letter and sound association. Accenting the spoken language, the fourth approach, the Sablier method, stresses that "reading is rediscovering the oral in

writing." Reading instruction is not programmed; each student proceeds at his own pace. Je Veux Lire (I Want to Read), the fifth method, also stresses oral expression and argues that reading instruction should begin with the word, letter, or sound, but not the syllable. Phoneme study is a necessary mechanical phase of this method. Unlike the Sablier method, this approach does not try to satisfy the needs of each student; the context is imposed on the child by the teacher. (Author/DI)

ED 072 401 CS 000 288
Singer, Harry, Ed. *Ruddell, Robert B., Ed.*
Theoretical Models and Processes of Reading.
International Reading Association, Newark, Del.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date 70
Note—347p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($6.50 non-member, $3.75 member)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Affective Behavior, Cognitive Processes, Language Skills, Linguistics, *Models, *Reading, Reading Ability, *Reading Instruction, *Reading Processes, *Reading Research, Reading Speed, Word Recognition

The first section of this two-part collection of articles contains six papers and their discussions read at a symposium on Theoretical Models and Processes of Reading. The papers cover the linguistic, perceptual, and cognitive components involved in reading. The models attempt to integrate the variables that influence the perception, recognition, comprehension, and utilization of printed stimuli. Affective factors influencing these variables in both acquisition and performance are included. The final paper in the symposium presents a brief review of the literature on theoretical models in reading and draws implications for teaching and research from several models selected to represent the reading development continuum from kindergarten through college. The second part of this volume represents published papers on theories and processes of reading. Included among these are: (1) "The Substrata-Factor Theory of Reading: Some Experimental Evidence"; (2) "A Developmental Model of Speed of Reading in Grades Three through Six"; (3) "A Theory of Language, Speech, and Writing"; (4) "Reading: A Psycholinguistic Guessing Game"; (5) "The Reading Competency Model"; "The Nature of the Reading Process"; and (7) "Learning to Read." (Author/WR)

ED 072 402 CS 000 290
Slingerland, Beth H.
Specific Language Disability Children, A Multi-Sensory Approach to Language Arts: A Guide for Primary Teachers.
Pub Date 71
Note—239p.
Available from—Educators Publishing Service, Inc., 75 Moulton St., Cambridge, Mass. 02138 ($9.00)
Document Not Available from EDRS.
Descriptors—Kinesthetic Methods, *Language Handicaps, Primary Grades, *Reading Instruction, *Reading Materials, Reading Skills, *Teaching Guides

Designed for primary teachers, this guide is divided into four parts. Part one provides background information related to understanding specific language disability, the need for early identification, phonics, the use of manuscript instead of cursive, and group therapy. Part two discusses the preparations that are to be made by the teacher, including preparation of material with illustrations to serve as guides for alphabet wall cards, small manuscript alphabet cards, patterns for tracing, expendable patterns, and classroom equipment. Part three discusses the auditory approach and learning to write for spelling and written expression. Subtopics of part three include alphabet cards, blending, spelling, dictation, creative written expression and independent work, and summarizing progress and looking ahead. Part four, "The Visual Approach for Reading," includes daily organization of instruction, alphabet cards, word attack skills, preparation for reading, reading from a book, examples of daily lessons, and summarizing progress and looking ahead. A bibliography is also included. (WR)

ED 072 403 CS 000 296
Heilman, Arthur W. *Holmes, Elizabeth Ann*
Smuggling Language into the Teaching of Reading.
Pub Date Apr 72
Note—109p.
Available from—Charles E. Merrill Publishing Co., A Bell & Howell Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($2.50 paper)
Document Not Available from EDRS.
Descriptors—*Critical Reading, Developmental Reading, *Language Development, *Language Skills, *Reading Development, *Reading Instruction, Reading Processes, Reading Skills, Study Skills, Vocabulary

Techniques and procedures for teaching reading as a meaning-making, language-oriented process are the focus of this book. The underlying premise is that children are taught to read so that they have an important tool for developing and expanding concepts. In order to accomplish this aim, children must be exposed to the precision and ambiguities of language and to worthwhile reading matter as they learn the mechanics of reading. They must understand why it is important that they learn to read, not merely learn the fundamentals of how to read. Each chapter, relating to one aspect of this development, includes a variety of activities and suggestions for procedures to be used to enhance a love of language and of reading. Chapter topics include intonation, word meaning, critical reading, reading and writing, and study skills. (TO)

ED 072 404 CS 000 297
Wilson, Robert M., Ed. *Geyer, James, Ed.*
Readings for Diagnostic and Remedial Reading.
Pub Date 72
Note—283p.
Available from—Charles E. Merrill Publishing Co., Div. of Bell and Howell Co., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($4.95)
Document Not Available from EDRS.
Descriptors—*Parent Participation, Reading Comprehension, *Reading Diagnosis, *Reading Materials, Reading Readiness, *Remedial Reading, *Supplementary Textbooks, Vocabulary, Volunteers

This book of readings pertinent to reading instruction follows the organization of Wilson's text, "Diagnostic and Remedial Reading," and can supplement that or other reading texts as well as serve as a source book for divergent ideas in the field of reading. Topics include classroom, clinical, and noneducational diagnosis; readiness, vocabulary, and comprehension remediation; evaluation techniques; and parental, volunteer, and professional roles and responsibilities. (TO)

ED 072 405 CS 000 312
Sartain, Harry W.
Competencies for Teachers of Reading and the Related Language Arts.
Note—18p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, April 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Inservice Teacher Education, *Language Arts, *Performance Based Teacher Education, *Performance Criteria, Preservice Education, *Reading, Reading Diagnosis, Reading Instruction, Reading Tests, *Teacher Education, Teacher Education Curriculum

This paper proposes a list of criteria for the stating of competencies for teachers of reading and the related language arts. Based on a recognition of the basic interrelationships among the language arts, each of the eight proposed criteria further defines adequate competency statements. Briefly stated, the author proposes that these statements should avoid jargon, provide specific and detailed guidance, specify desired teaching-learning acts, include a variety of options, state entry, advanced, and specialization levels, and be grouped in modules. A tentative list of modules for the teaching of reading and an example of a complete module on reading evaluation and diagnosis are given. (TO)

ED 072 406 CS 000 313
Lerner, Janet W.
Computer Simulation: A Method for Training Educational Diagnosticians.
Pub Date Apr 71
Note—9p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, April 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, Reading, *Reading Clinics, *Reading Diagnosis, Reading Instruction, *Reading Research, Reading Skills, Remedial Reading, *Teaching Procedures

Northwestern University's Learning Disabilities Program conducted a study to explore and develop ways of applying computer technology to the fields of reading and learning disabilities and to train specialists who are familiar with computer methods. This study was designed to simulate the actual conditions of the Diagnostic Clinic at Northwestern University. The simulated and computerized child attended the clinic for the same length of time that children actually do attend the diagnostic clinic session; they were subject to similar tests, reports, and observations. The clinic staff met to plan, to develop hypotheses, to make decisions, to develop a diagnosis, and to recommend teaching procedures. At the prestaffing, the team received preliminary information about the child. At the simulated noon staffing, the teams received computer printouts of the morning decisions and planned for two hours of additional diagnostic examinations. At the poststaffing, the teams evaluated the information they had obtained during the simulated sessions and developed a series of diagnostic decisions. The results of this pilot study suggest that computer simulation is a promising technique for the training of specialists in the diagnostic-teaching process. (Author/WR)

ED 072 407 CS 000 320
Cheyney, Arnold B.
Teaching Reading Skills through the Newspaper. Reading Aids Series.
International Reading Association, Newark, Del.
Pub Date 71
Note—56p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($2.00 non-member, $1.75 member)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Composition (Literary), *Critical Reading, Elementary Education, Listening Skills, *Newspapers, Oral Reading, Propaganda, Reading Comprehension, *Reading Instruction, *Reading Skills, Secondary Education, Silent Reading, Speaking Activities, Student Attitudes, *Teaching Methods, Vocabulary Development, Word Recognition, Word Study Skills

Teachers may capitalize on the popularity and availability of the newspaper to increase the reading abilities of their elementary and secondary school students. Vocabulary, word attack, and comprehension skills can be learned through the newspaper from primary grades through high school. One major emphasis should be the development of students' analytical and critical reading skills. Because of the immense variety of subject matter to be found in the newspaper, each student may find something to hold his interest. A directed-reading lesson might focus on encouraging receptivity, guiding silent reading, guiding skill development, guiding silent and oral rereading, and various continuing activities. Other lessons might focus on using the newspaper to teach comprehension, to analyze propaganda, to develop vocabulary and word identification skills, or to develop appropriate reading rates. Considering reading as part of the total language process, the newspaper may also be used for listening, speaking, and writing activities. (An appendix contains a list of books and materials and a list of periodical articles dealing with the teaching of newspaper reading.) (DD)

ED 072 408 CS 000 321
Holovka, Edward Andrew
The Frostig Developmental Program: Prediction and Follow-Up of First Grade Remediation with Later Reading.
Pub Date 71
Note—98p.; Ph.D. Dissertation, Wayne State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14, 571, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Early Reading, Grade 1, Perception Tests, Perceptual Development, *Reading Achievement, *Reading Improvement, Reading Programs, *Reading Research, Visual Learning, *Visual Perception
Identifiers—*Frostig Treatment

Many authors report data showing a high relationship between visual perception and early reading. This study dealt with the prediction of later reading from early Frostig test scores and the determination of existing relationships between Frostig treatment and reading skills two years later. Two hundred and seventy-four beginning first graders in five semi-rural, predominantly white schools were tested in small groups with the Developmental Test of Visual Perception. Forty-eight (18 percent) of the children were found with perceptual quotients at or below 90, which, according to Frostig's criteria indicates that they require special perceptual training. They were given varying amounts of Frostig training. The 24 children who received 40 hours of small-group Frostig treatment made significant gains over the matched-pair controls using the DTVP scores as criterion measures. Twenty-eight children who received Frostig treatment were located at the end of third grade and individual measures of intelligence and reading achievement were obtained. Their Frostig change score, or improvement, did not correlate significantly with reading two years later. (Author/DD)

ED 072 409 CS 000 322
Carner, Rebecca L.
The Relative Effectiveness of the Initial Teaching Alphabet and Traditional Orthography on Reading, Spelling and Writing Achievement of First and Second Grade Children.
Pub Date 71
Note—140p.; Ed.D. Dissertation, University of Miami
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,875, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Grade 1, Grade 2, *Initial Teaching Alphabet, *Orthographic Symbols, Primary Education, *Reading Achievement, Reading Instruction, *Reading Research, Spelling Instruction, Student Attitudes, Teaching Methods, *Writing Skills
This study determined the effectiveness of the Initial Teaching Alphabet and Traditional Orthography on first and second grade pupils of normal and superior intelligence. The experimental i.t.a. group contained 44 first graders and 37 second graders, and the control traditional orthography groups had 43 first graders and 48 second graders. Pretests were the California Test of Mental Maturity, the Metropolitan Readiness Test, and the Bender Visual-Motor Gestalt Test. Posttests were the Bender Visual-Motor Gestalt Test, subtests from the Stanford Achievement Test, a writing sample, an informal attitude inventory, and the Standard Reading Inventory. There was a significant difference in achievement in favor of i.t.a. pupils in reading and spelling at both first and second grade levels. There was a significant difference in favor of i.t.a. at first grade level in the linguistic structure of writing samples, but no significant difference was found at second grade level. It was concluded that i.t.a. was a more effective medium for reading instruction, that it aids spelling achievement, and that it fosters more positive attitudes toward reading. (Author/DD)

ED 072 410 CS 000 323
Chismar, Sister Marie Helene
A Study of the Effectiveness of Cross-Level Grouping of Middle School Underachievers for Reading Instruction.
Pub Date 71
Note—289p.; Ph.D. Dissertation, Kent State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-9249, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Grouping (Instructional Purposes), Heterogeneous Grouping, *Instructional Program Divisions, *Middle Schools, Reading Achievement, Reading Comprehension, *Reading Instruction, School Attitudes, Student Attitudes, *Student Grouping, *Underachievers
Identifiers—*Cross Level Grouping
This investigation tested whether an experimental group using cross-level grouping made greater gains in reading achievement than a control group using the conventional approach of one-level-lower instruction in providing for underachievers. The subjects, 401 students in grades 4 through 8 (169 of whom were underachievers according to scores on the Stanford Reading Achievement Tests), were randomly assigned to control and experimental groups. The research design was a multivariate analysis of variance with unequal N's and repeated measures on the final factor. Tests were reported at the .05 level of significance. The Lorge Thorndike Intelligence Tests, the Stanford Reading Achievement Tests--Forms W, X, Y, the Reading Attitude Scale--Form B, the Student Opinion Poll, a sociometric questionnaire, and a teachability factor inventory were used. Cross-level grouping gave evidence of significant reading achievement mean gains in grades 4 and 7, near significant in grade 8 and total sample, and nonsignificant in grades 5 and 6. It was concluded that cross-level experimentation is safe and worthy of replication and that there is more to gain from using it in instructing underachievers than from not using it. (Author/DD)

ED 072 411 CS 000 324
Bryant, Joyce Elaine Peaden
An Investigation of the Reading Levels of High School Students with the Readability Levels of Certain Content Textbooks with Their Costs.
Pub Date 71
Note—54p.; Ph.D. Dissertation, The Florida State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,900, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Content Reading, Grade 10, Grade 11, Grade 12, *Readability, Reading Difficulty, *Reading Research, *Secondary School Students, Textbook Content
This study has three purposes: (1) to determine if there were differences in the readability levels of the content-oriented textbooks and the reading levels of students in grades 10, 11, and 12; (2) to determine the percentage of students in each grade for whom the textbooks were too difficult; and (3) to determine the cost of those textbooks found to be too difficult for the students to effectively read and comprehend them. The reading levels of 900 secondary school students were determined through the use of standardized reading tests, and the Flesch Readability Formula was used to measure the readability levels of the texts. Textbooks were chosen on the basis of those most commonly taught and requests of content-area teachers. The amount of monies expended for the textbooks, which were one or more readability levels above the reading levels of students, was also determined. The findings showed real differences between the reading levels of the students and the readability levels of the texts. More than half of the students were assigned content textbooks found to be too difficult. (Author/WR)

ED 072 412 CS 000 325
Luccock, John
An Annotated Bibliography of Literature By and About Canadian Eskimos for Ages 5-14.
Pub Date [72]
Note—9p.; Unpublished manuscript
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Bibliographies, *Elementary Grades, *Eskimos, Ethnic Groups, Fables, Folklore Books, Legends, *Middle Schools, Mythology, Reading, *Reading Materials
Identifiers—*Canadian Eskimos
This bibliography is a list of books which have as a central theme incidents, stories, myths, legends, and poetry of the Canadian Eskimo. The age range for this bibliography is five to fourteen. No attempt is made to document literature from the Alaskan Eskimo as this has been done widely in other bibliographies. (Author/WR)

ED 072 413 CS 000 328
Durkin, Dolores
Early Reading Instruction--Is It Advantageous?
Pub Date Apr 71
Note—8p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, April 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Beginning Reading, *Early Reading, Kindergarten Children, *Primary Grades, *Reading Achievement, Reading Development, *Reading Instruction, *Reading Research, Reading Skills
Some of the research dealing with pre-first-grade reading is discussed in relation to an experimental program with four-year-olds and pre-first-grade reading. The author states that little factual information exists for this topic and the majority of existing reports deal primarily with Head Start. Some of the shortcomings of reports on early reading are indicated: (1) failure to specify methodology; (2) failure to indicate the amount of time spent on reading; (3) insufficient descriptions of reading; (4) use of limited kinds of instruction; and (5) failure to stay with pre-first-grade readers long enough to assess the future effects. The report indicated that a basic problem in pre-first-grade reading is that many schools are not ready to deal with earlier starts in reading and that meaningful assessments of pre-first-grade starts in reading cannot occur until schools use and take advantage of such starts. (WR)

ED 072 414 CS 000 329
Otto, Wayne
An Eclectic Approach to Training.
Pub Date 71
Note—11p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, April 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Individualized Reading, Reading Improvement, *Reading Instruction, *Remedial Reading, *Remedial Reading Programs, *Teacher Education, *Teaching Models
This paper first presents the rationale for an eclectic approach to remedial teaching and then considers a teacher training program designed to encourage eclecticism. The wide range of pupil characteristics, teacher attributes, and instructional approaches and the lack of any universal cure for reading problems necessitates an eclectic approach in order to establish the flexibility required for effective remediation. The training program suggested by the author is based on a broad background of knowledge and includes a variety of field work experiences. He also briefly describes a similar program in operation at the University of Wisconsin. (TO)

ED 072 415 CS 000 330
Sleisenger, Lenore
Guidebook for the Volunteer Reading Teacher.
Pub Date 65
Note—51p.
Available from—Teachers College Press, Bureau of Publications, Columbia Univ., 1234 Amsterdam Ave., N.Y., N.Y. 10027 ($1.50)
Document Not Available from EDRS.
Descriptors—*Disadvantaged Youth, Reading Games, *Reading Instruction, Reading Materials, Remedial Reading, *Teachers, *Teaching Methods, *Volunteers
This booklet is intended for the volunteer reading teacher who may not be familiar with methods for teaching reading, the materials available, or the unique needs of the disadvantaged child. Chapter 1, "Children, Reading, and You," clarifies the goals of the volunteer and explains some of the students' needs. Chapter 2, "The First Meeting," outlines a procedure for the volunteer to acquaint himself with the intended student(s). Chapter 3, "Some Suggested Activities," provides some ideas for activities connected with reading that will enhance the effectiveness of the reading program. Chapter 4, "Methods and Materials," offers information on word lists, phonics, and teaching methods for word recognition skills, vocabulary development, and reading comprehension. Chapter 5, "Helping Children to Read with Understanding," offers lists of available games, workbooks, and reading materials appropriate for the child. Chapter 6, "Appropriate Books for Remedial Teaching," suggests controlled vocabulary series and helpful bibliographies. Finally, Chapter 7, "Evaluation and Referral," offers guidelines for deciding when to refer children for professional help and suggestions for places the volunteer can turn to in his own community. (HS)

ED 072 416 CS 000 332
Mayes, Beatrice H.
A Study of the Experimentalist Beliefs and Open-Mindedness of Teachers of First Grade Reading.
Pub Date Oct 72
Note—98p.; Master's Equivalency Thesis, Graduate School of Education, Rutgers University, The State University of New Jersey
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Basic Reading, Beginning Reading, *Dogmatism, *Educational Philosophy, Reading Programs, *Teacher Attitudes, Teachers
Identifiers—*DISTAR Reading Program

This study investigates the degree to which the beliefs of teachers of the DISTAR reading program are the same as the beliefs of teachers of basal reader programs. The content of teacher beliefs is investigated in regard to the extent of agreement or disagreement with experimentalism. The structure of teacher beliefs is investigated in terms of the degree of open-mindedness of the teachers. Teacher educational beliefs, teacher philosophic beliefs, and the degree of open-mindedness of the two groups of teachers are compared on the basis of inventory scores on the Mann-Whitney U Test. The study finds no significant differences in educational beliefs, philosophic beliefs, or open-mindedness between the two groups of teachers. A ranking of high, medium, and low scorers on the three inventories shows that there is a tendency for high scorers in philosophic beliefs, as opposed to high scorers in educational beliefs, to be more numerous in the experimentalist beliefs profiles. There is also a tendency for the DISTAR teachers in this study to score higher than basal reader teachers in educational beliefs and in their degree of open-mindedness. (Author/TO)

ED 072 417 24 CS 000 352
Dunn-Rankin, Peter
The Differential Measurement of Visual Reading Difficulty. Final Report.
Hawaii Univ., Honolulu. Education Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-9-I-096
Pub Date Dec 72
Contract—OEC-9-71-0019(057)
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Education, *Reading Diagnosis, *Reading Research, *Reading Tests, Visual Discrimination, *Visual Perception, Word Recognition
Identifiers—Word Preference Inventory

This paper reports initial results in the development of an inventory to measure visual reading difficulties. The instrument, called the Word Preference Inventory (WPI), asks the subject to choose between pairs of stimulus pseudo-words the one most like a given target word. An analysis of responses to the WPI from 922 children in grades K-6 and from 102 university students reveals meaningful and homogeneous subsets of items which act as indicators of children who are poor readers. The distribution of such scores indicates that good readers will score high on the subsets whereas subjects who are poor readers may have low scores. A developmental process, which can be ascribed to reading words, interacts with response choice, however, so that the discriminating power of items varies across grade levels. At any grade level, however, one or more subsets of items can be scored which selectively discriminate poor readers who probably have specific visual strategies for word recognition. (Author/DD)

ED 072 418 24 CS 000 353
Ginsburg, G. P.
Basic Components of Cognitive Structure. Final Report.
Nevada Univ., Reno.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-I-007
Pub Date Oct 72
Grant—OEG-9-71-0017(057)
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Association (Psychological), *Associative Learning, Cluster Grouping, *Cognitive Processes, *Creative Thinking, Creativity, *Creativity Research, *Verbal Learning
Identifiers—Remote Associates Test

This study was designed to examine the relationship between associative clustering, creative potential, and the slope of associative hierarchies. It was predicted that people whose verbal associations are organized into neatly separated clusters will have lower creative potentials as measured by the Remote Associates Test (RAT) and steeper slopes for their associative hierarchies. Thirteen hypotheses were set forth, of which six were supported. However, close examination of the data by complex analysis of variance and posteriori comparisons raised serious question about the interpretability of the findings. Expectations about differential performances on an important subset of RAT items by people with neatly separated clusters vs. people with overlapping clusters were not supported. This may have been due either to errors in conceptualization or flaws in the classification of RAT items. However, the measure of associative clustering again proved highly reliable within persons and deserves further attention. (Author/DD)

ED 072 419 CS 000 354
Fishbein, Justin Emans, Robert
A Question of Competence: Language, Intelligence, and Learning to Read.
Science Research Associates, Inc., Chicago, Ill.
Pub Date 72
Note—231p.
Available from—Science Research Associates, Inc., 259 East Erie St., Chicago, Ill. 60611 ($5.90 paper)
Document Not Available from EDRS.
Descriptors—Beginning Reading, *Child Language, Cognitive Development, *Cognitive Processes, Intelligence, *Language Development, Psycholinguistics, *Reading Instruction, *Reading Processes, Reading Readiness

An explanation of the child's mind and his language, stated in terms of the nature of the learner, is presented in this book. The authors ask teachers to think about the competence of the child and try to discover what he must know to be able to read. They ask teachers to examine the nature of the learner--what he knows that enables him to learn to read and to read with comprehension. The book traces the development of the child as he gains competence first in thought, then in language, finally in reading by presenting research studies describing observed behavior and then offering theoretical explanations of that behavior. Finally, a series of hypotheses is offered to account for differences in performance with various materials and methods and competencies. The authors focus primarily on Piaget, Lenneberg, Chomsky, Vygotsky, and Underwood in their discussions. (TO)

ED 072 420 CS 000 356
Downing, John Thackray, Derek
Reading Readiness. A UKRA (United Kingdom Reading Assn.) Teaching of Reading Monograph.
United Kingdom Reading Association.
Pub Date 71
Note—128p.; Published by the Univ. of London Press for the United Kingdom Reading Assn.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($2.00)
Document Not Available from EDRS.
Descriptors—Cultural Environment, Cultural Factors, *Early Reading, Environment, Intelligence, Personality, Readiness (Mental), *Reading, *Reading Processes, *Reading Readiness, Sex Differences

The research being published in Britain regarding reading readiness is reviewed in this monograph. The factors teachers should take into account when planning prereading programs and determining when a child is ready to read are presented. The various aspects of reading readiness that are discussed include: (1) physiological factors, such as maturity, sex differences, neurological factors, cerebral dominance, vision, hearing, and speech; (2) environmental factors, including socioeconomic and cultural factors; (3) the emotional factors of personality and motivation; (4) intellectual factors, such as mental age, perceptual abilities, conceptual development, and specific reasoning abilities; (5) readiness training, and (6) an appraisal of reading readiness. A bibliography, author index, and subject index are included. (WR)

ED 072 421 CS 000 367
Gadway, Charles J., Ed.
Reading and Literature: General Information Yearbook.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—PR-02-GIY
Pub Date May 72
Note—96p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Analysis, *Evaluation Methods, *Evaluation Techniques, *Literature, Measurement, *Measurement Goals, *Reading, Testing
Identifiers—NAEP, *National Assessment of Educational Progress

This report is the first volume of a projected series of "General Information Yearbooks" to be updated and published annually by the National Assessment of Educational Progress and is designed to aid the readers of the National Assessment's reports to understand the philosophies and goals of the project, its methods for developing objectives and exercises, and its techniques for collecting, processing, and describing data. This yearbook is oriented toward the reading and literature subject areas and the procedures and techniques relevant to the assessment year 1970-71. (Author/TO)

ED 072 422 CS 000 370
Barrett, Thomas C., Ed.
The Evaluation of Children's Reading Achievement. Perspectives in Reading, No. 8.
International Reading Association, Newark, Del.
Report No—IRA-PR-8
Pub Date 67
Note—142p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($3.50 non-member, $3.00 member)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Evaluation Criteria, Evaluation Methods, *Evaluation Techniques, Informal Reading Inventory, Preschool Evaluation, Questioning Techniques, Reading Achievement, Reading Comprehension, *Reading Diagnosis, Reading Readiness Tests, *Reading Tests

Ways that reading evaluation programs can bring reading success to individual students are presented. Each chapter is written by an authority on one of the following topics: what evaluation is, who does it, and when it should be done; reading program goals as the basis for evaluation; informal techniques for assessing prereading behavior; use of reading readiness tests for prediction and diagnosis; selection and use of survey reading achievement tests; values and limitations of diagnostic reading tests for classroom evaluation; informal reading inventories as a means of improving instruction; teachers' questions and levels of reading comprehension; evaluation through teacher-pupil conferences; and evaluation of the affective dimension of reading. References are included after each article. (This document previously announced as ED 025 396.) (CM)

ED 072 423 CS 000 371
Ramsey, Wallace Z., Ed.
Organizing for Individual Differences. Perspectives in Reading, No. 9.
International Reading Association, Newark, Del.
Pub Date 67
Note—140p.
Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 ($3.50 non-member, $3.00 member)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrative Organization, Elementary Schools, *Grouping (Instructional Purposes), Individual Characteristics, *Individual Differences, *Individualized Reading, Nongraded Classes, Reading Ability, *Reading Instruction, Secondary Schools, *Team Teaching

A compilation is made of reports from a conference dealing with workable administrative practices which provide for individual differences. The nature of individual differences as they operate in reading instruction is defined, and various dimensions, such as growth ages, sex differences, intelligence, cognitive abilities and styles, are discussed in the introductory article. Different aspects of individual variations in reading ability are provided for in chapters discussing the following administrative frameworks: in-class grouping, the Joplin plan and cross-grade grouping, individualized instruction, team reading instruction, reading in the nongraded school, and reading in departmentalized elementary and secondary classes. A summary is made from an overall vantage point, and recommendations are offered. References are included for each article. (This document previously announced as ED 025 398.) (CM)

ED 072 424 CS 000 372

Jaggar, Angela Maestri

The Effect of Native Dialect and Written Language Structure on Reading Comprehension in Negro and White Elementary School Children.

Pub Date 71

Note—166p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-11,461, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Cloze Procedure, Grade 3, Grade 4, *Interference (Language Learning), Negro Dialects, *Nonstandard Dialects, *Reading Comprehension, Socioeconomic Status, *Standard Spoken Usage, Written Language

Two groups of children in grades 3 and 4 (80 lower-socioeconomic Negro children whose native speech dialect was Negro nonstandard English and 80 middle-class white children whose native dialect was standard English) were given two 50-item cloze reading comprehension tests to determine the effect of native speech dialect and written language structure on reading comprehension. The tests--one constructed from stories written in standard English and the other from the same stories written in Negro nonstandard dialect--were scored by an exact deletion method and a modified deletion method. Results revealed that both groups had better comprehension for stories written in standard English and that there was a significant relationship between the subjects' ability to comprehend written standard English and Negro nonstandard dialect; however, this relationship was weaker for the Negro subjects, indicating systematic differences in the test performance of the two groups. It was suggested that linguistic interference from a native dialect may not cause serious problems at the third and fourth grade level, but that if structural interference is a source of reading problems for lower class Negro children, then the effects are probably most serious at a younger age when they have competence only in their native dialect. (Author/HS)

ED 072 425 CS 000 373

Hawkins, Virginia Kruchten

The Effect of Diagnosis on Reading Achievement.

Pub Date 71

Note—146p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,201, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Grade 5, Grade 6, *Reading Achievement, *Reading Centers, *Reading Diagnosis, *Reading Difficulty, Reading Skills, *Reading Tests

Identifiers—University of Illinois Reading Center

Twenty-eight fifth and sixth graders who had attended the University of Illinois Reading Center for an analytical diagnosis of reading difficulties were compared with a group of 33 students at the same grade level who had not had the benefit of diagnosis beyond the survey level to determine (1) whether the analytical level of diagnosis could produce a greater gain in reading skills and (2) whether additional improvement would be likely within a few months when the classroom teacher followed the recommendations made as part of an analytical diagnosis. The students in both groups were chosen on the basis of a discrepancy between their reading achievement and reading expectancy scores. Reading achievement, grade equivalent scores were obtained by using the subtests V and R of the Iowa Test of Basic Skills. A measure of capacity was supplied by the Lorge-Thorndike Intelligence Tests. Differences, when compared by groups and test dates, favored the experimental group, which also exhibited a three month greater gain in reading scores. No pattern of responses could be determined that would establish the effect of the written recommendations on the gain shown by the subjects in reading. (Author/HS)

ED 072 426 CS 000 374

Stedman, Nathan Alexander, III

The Effect of a Curriculum Teaching Syntactic Embedding Upon the Reading Comprehension of Fourth-Grade Students.

Pub Date 71

Note—94p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-10,049, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Cloze Procedure, *English Curriculum, *Grade 4, *Language Patterns, Racial Differences, Reading Ability, *Reading Comprehension, *Syntax

Having been taught for one year from a curriculum designed to enhance comprehension of syntactic structures, two groups (experimental and control) of fourth grade students were tested by two special cloze instruments to examine the effect of the curriculum on the comprehension of syntactic structures which the students encountered in reading. Rather than using the common n-th word deletion pattern, words were deleted from each passage that contributed heavily to the structural meaning. The majority of words deleted were prepositions, conjunctions, modals, relative and interrogative pronouns, articles, and adverbs. Differences between scores of the two groups were found to be significant at the .05 level. When races were considered separately, it was found that the gain by the black experimental students was significant at the .01 level, but that the gain by the experimental white students was not significant. (Author/HS)

ED 072 427 CS 000 375

Borwick, Irving Paul

The Effectiveness of Consensus and Pre-Reading in a Structured Laboratory.

Pub Date 72

Note—264p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,413, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Adult Learning, Group Behavior, *Group Unity, *Learning, Learning Activities, *Prereading Experience, Reading, *Task Performance

This study examined the sequence of prereading and group consensus as techniques facilitating learning in a structured laboratory. The basic hypothesis examined is that (1) the sequence of prereading and (2) the requirement of consensus in group decisions facilitate learning. To test the hypothesis a structured laboratory was run with 73 foremen from two factories. The program dealt with a labor contract. Results indicated that prereading did facilitate learning but no statistical difference resulted from the use of consensus. One factory, where the human effectiveness models were most developed, performed more significantly than the other, tending to support the basic assumptions regarding human effectiveness models. Broader implications of the study are examined regarding the structured approach to education, suggesting advantages for evaluation, planning, efficiency, reduction of authority, facilitation of learning, school schedules, benefits to the disadvantaged, and economies to be achieved. (Author/DI)

ED 072 428 CS 000 376

Adamson, Elizabeth Coltrin

A Study of Sixth Grade Pupil's Reading Growth When Prescriptive Instruction Is Based on Diagnostic Tests for Word Analysis.

Pub Date 72

Note—237p.; D.Ed. Dissertation, University of Utah

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23,603, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Diagnostic Teaching, Reading, Reading Achievement, *Reading Diagnosis, *Reading Instruction, *Reading Research, Reading Skills, Structural Analysis

The purpose of this study was to field test sixth-grade pupils' reading growth when prescriptive instruction was based on Diagnostic Tests for Word Analysis. The study used a population sample of 613 pupils--half were assigned to an experimental group and half to a control group. The pupils, distributed in twenty-four classrooms, were given Diagnostic Tests for Word Analysis and Comprehensive Tests of Basic Skills at the beginning and end of the study. Pretest scores were used by teachers of the experimental groups to determine their pupils' needs for prescriptive teaching and pupil practice. The control group's twelve teachers did not have access to the diagnostic test results or the prescriptive teaching materials. Test gain scores were used to determine skill development and reading growth. Results of the study indicated (1) that the combined use of Diagnostic Tests for Word Analysis and prescriptive teaching materials were an aid to helping pupils achieve greater word analysis skill development and reading growth than those pupils who did not use them; and (2) that diagnosis to identify pupil needs and prescriptive teaching and pupil practice in word analysis skills results in a significant increase in gain scores. (Author/WR)

ED 072 429 CS 000 378

Frazier, Alexander, Ed.

Learning More About Learning. Papers from the Third ASCD (Association for Supervision and Curriculum Development) Research Institute.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 59

Note—94p.

Available from—Publications-Sales Section, National Education Assn., 1201 16th St., N.W., Washington, D.C. 20036 ($1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Anthropology, *Child Development, *Curriculum Development, *Learning, *Learning Processes, *Learning Theories, Mass Media, Perception, Personality Theories

This booklet contains five papers and reports from the Third Curriculum Research Institute of the Association for Supervision and Curriculum Development of the National Education Association (Chicago, May 3-7, 1958). The focus of the Institute was upon "Learning: An Area in Need of Study and Research"; its purpose was to draw on research findings in the fields of anthropology, psychology, and communications for the light they might throw on learning problems in school situations. Included are "Learning More about Learning: A Key to Curriculum Improvement" by Alice Miel; "Personality Theory and Its Implications for Curriculum Development" by Arthur W. Combs; "Anthropology and Learning" by Rhoda Metraux; "The Communication Revolution and Learning" by Robert E. Shafer; "Believing and Behaving: Perception and Learning" by Robert E. Bills; and a concluding section by the Institute staff discussing the ideas brought out in the study groups and suggesting ways to use the materials in the booklet as a basis for further study and research. (DD)

ED 072 430 CS 000 380

Kerfoot, James F.

First Grade Reading Programs. Perspectives in Reading, No. 5.

International Reading Association, Newark, Del.

Report No—IRA-PR-5

Pub Date 65

Note—190p.

Available from—International Reading Association, Six Tyre Avenue, Newark, Del. 19711 ($3.50 non-member, $3.00 member)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Basic Reading, *Beginning Reading, Grade 1, Individualized Reading, Initial Teaching Alphabet, Language Experience Approach, Linguistics, Phonics, *Reading Instruction, *Reading Programs, *Reading Research, Structural Analysis, *Teaching Techniques

This publication contains papers contributed to the fifth Perspectives of Reading conference of the International Reading Association which focused on the teaching of beginning reading. The following approaches are described and evaluated: (1) individualized reading, (2) basal reading, (3) linguistic approach, (4) phonics approach, (5) new alphabet approach, (6) language experience approach, and (7) early letter emphasis. Each approach is presented in terms of its rationale, its unique elements and points of emphasis, research supporting its effectiveness, research going on, and its future. References are listed for each approach. Differing views on the Carden method, words in color, programed reading, the phonovisual approach, phonetic keys to reading, and the initial teaching alphabet are presented under phonics and the new alphabet approach.

Linguistic approaches for children with bilingual background and reading programs for the disadvantaged are discussed. A concluding article lists standards for evaluating reading programs. (This document previously announced as ED 021 692.) (NS)

ED 072 431 CS 000 381
Goodman, Kenneth S. Niles, Olive S.
Reading: Process and Program.
National Council of Teachers of English, Champaign, Ill. Commission on the English Curriculum.
Pub Date 70
Note—80p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 50955, $2.50 non-member, $2.25 member)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Generative Grammar, *Language Development, Language Learning Levels, Language Patterns, Linguistic Theory, Oral Reading, *Psycholinguistics, Reading Comprehension, Reading Instruction, *Reading Processes, Reading Programs, Resource Materials, *Secondary Education, Teacher Education, Teacher Selection, Transformation Theory (Language), Written Language
Identifiers—Miscue Analysis
Broad and major concerns dealing with reading are set forth in this monograph to provoke discussion and examination by both researchers and practitioners. In Part 1, Kenneth S. Goodman presents a psycholinguistic view of language and reading (within a transformational-generative framework) as essentially a set of processes of recoding, decoding, and encoding leading to comprehension--the real objective of reading. A model of the reading process is included, plus four diagrams showing processes in spoken language, early reading, proficient reading, and oral reading. In Part 2, Olive S. Miles focuses on the framework for a secondary school reading program: appropriate climates for reading, development of curriculum, recent trends, evaluation of organizational structure, teacher selection and preparation, and materials--library materials, content area materials, and reading instruction skills materials. (This document previously announced as ED 045 664.) (JMC)

ED 072 432 CS 000 382
Early, Margaret J., Ed.
Reading Instruction in Secondary Schools. Perspectives in Reading, No. 2.
International Reading Association, Newark, Del.
Report No—IRA-PR-2
Pub Date 64
Note—153p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($3.50 non-member, $3.00 member)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Clinical Diagnosis, Content Reading, *Developmental Reading, Organization, Problems, Program Evaluation, *Reading Instruction, *Reading Programs, Reading Research, *Secondary Schools
This collection of papers, written by specialists in the field, presents information on significant topics in secondary reading. Each paper is followed by a discussion which raises questions and emphasizes points made in the paper. The topics covered include the establishment of an all-school reading program, instruction and class organization, special problems encountered, and developmental reading instruction in the secondary school. Also included are reading instruction in the content fields, clinical studies of high school students' reading, evaluation of secondary school reading programs, and significant reading research at the secondary school level. References are included at the end of each paper. (This document previously announced as ED 024 556.) (RT)

ED 072 433 CS 000 410
Graham, Dorothy Marguerite
A Comparison Between the Indian and Non-Indian Children in Southern Saskatchewan Based on Listening Comprehension, Reading Comprehension, Auditory Discrimination and I.Q.
Pub Date 72
Note—119p.; Ed.D. Dissertation, University of Northern Colorado
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23,804, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Auditory Discrimination, Grade 2, Grade 3, *Listening Comprehension, *Reading Ability, *Reading Achievement, *Reading Comprehension, Reading Level
Identifiers—*Canadian Indians
The purpose of this study was to compare the performance of the Indian children in grades two and three of an integrated school in southern Saskatchewan with the performance of their non-Indian classmates on tests of listening comprehension, reading comprehension, auditory discrimination, and IQ. The Durrell Listening-Reading Series provided measures of listening comprehension, reading comprehension, and the potential and actual reading grade levels. The Wepman Auditory Discrimination Test was used to determine the auditory discrimination factor, and the results of the Kuhlmann-Anderson Test supplied the necessary IQ ratings. Results indicated that there was no significant difference between the groups on a measure of auditory discrimination. Other results generally supported the idea that Indian children in the primary grades of an integrated school in southern Saskatchewan were handicapped in their academic progress by insufficient development of their listening and reading skills, and by their less advanced intellectual growth. (Author/TO)

ED 072 434 CS 000 411
Gould, Kathryn Lewis
Relationships of Creativity, Reading Comprehension, Intelligence, and Response to a Literature Selection for Fourth Grade Inner-City Children.
Pub Date 72
Note—244p.; PhD. Dissertation, The Ohio State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,963, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Childrens Books, *Creative Ability, Creativity Tests, *Disadvantaged Youth, Grade 4, Intelligence Factors, *Reading Ability, *Reading Comprehension, *Reading Skills, Sex Differences
The purpose of this study was to determine relationships among verbal and nonverbal creative thinking, literal reading comprehension, intelligence, and creative oral response to a literature stimulus. The subjects were 74 black fourth grade boys and girls in three classrooms of an inner-city school. The Minnesota Tests of Creative Thinking, California Short-Form Mental Maturity Test, and Gates-MacGinitie Reading Comprehension Test, Survey D, were administered to assess verbal and nonverbal creativity, intelligence, and reading comprehension. When intelligence was held constant there was a low, positive, but significant relationship between verbal creative thinking and reading comprehension. Intelligence had a low, positive, but significant relationship to verbal creativity, nonverbal creativity, and reading comprehension. A significant relationship was found between verbal creativity and sex, with the difference favoring girls. Results of this investigation suggest that creative thinking abilities exist within all children, but in different degrees and combinations for each individual. (Author/TO)

ED 072 435 CS 000 412
Tregaskis, George Kelsey
The Relationship Between Sex Role Standards of Reading and Reading Achievement of First-Grade Boys.
Pub Date 72
Note—207p.; Ed.D. Dissertation, State University of New York at Albany
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31,824, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Grade 1, *Males, *Reading Achievement, *Reading Instruction, Reading Materials, Reading Readiness, *Role Perception, Sex Discrimination
Identifiers—Masculinity, *Sex Role
Instruments to measure sex role standards of reading, readiness to assume feminine attributes, and reading achievement were developed and administered to 78 first grade boys. The treatment designed to masculinize reading consisted of three elements: (1) a weekly 20-minute exposure to a narrated slide presentation showing male figures in prestigious roles promoting reading; (2) middle school males tutoring in reading; and (3) beginning reading materials that contained stories written and illustrated so as to have particular appeal to boys. One half of the subjects were exposed to this treatment and the other half to literary experiences which afforded them comparable attention but which were not designed to affect their sex role standards of reading. Findings indicated (1) that the treatment, though not affecting the reading achievement of the subjects as a whole, did influence the achievement of boys with comparatively low reading readiness; (2) that reading was sex typed as feminine by the subjects; (3) that the first grade school setting tended to engender this sex typing; and (4) that the treatment seemed to be effective in counteracting this tendency. (Author/HS)

ED 072 436 CS 000 415
Whipple, Gertrude, Comp. Black, Millard H., Comp.
Reading for Children Without--Our Disadvantaged Youth. Reading Aids Series, No. 3.
International Reading Association, Newark, Del.
Report No—IRA-RA-3
Pub Date 66
Note—59p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($2.00 non-member, $1.75 member)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Culturally Disadvantaged, Instructional Aids, Intermediate Grades, *Language Development, Library Services, Preschool Programs, Primary Grades, *Reading Instruction, *Reading Programs, Remedial Reading, Secondary Grades
Successful reading practices and programs for culturally disadvantaged children are discussed by five authorities in the field. The first section, written by Gertrude Whipple, defines the kinds of pupils considered to be culturally disadvantaged, tells why they need a special program, and outlines the type of program needed. Three sections deal with suitable classroom activities and materials for these children. The primary section is written by Patricia Eastland, Detroit Public Schools; the middle grades section by Leonore Wirthlin, Cincinnati Public Schools; and the secondary schools section by Gertrude L. Downing, Queens College. The last section, by Millard Black and Gertrude Whipple, describes 10 reading programs, some that are schoolwide and others that are school-system-wide. Some of the programs are operated by the public schools and others by private groups such as churches. References are included. (This document previously announced as ED 024 532.) (JB)

ED 072 437 CS 000 416
Johnson, Marjorie Seddon Kress, Roy A.
Informal Reading Inventories. Reading Aids Series No. 2.
International Reading Association, Newark, Del.
Report No—IRA-RA-2
Pub Date 65
Note—50p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($2.00 non-member, $1.75 member)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation Methods, *Informal Reading Inventory, *Instructional Aids, Listening Skills, Oral Reading, *Reading Diagnosis, Reading Level, *Reading Tests, Resource Materials, Scoring, Silent Reading, Test Construction, Word Recognition
Techniques for developing and using informal reading inventories are listed. Concepts and purposes of the inventory are suggested, and reading levels are defined. Suggestions are offered for individual and group inventories, material preparation and analysis, question formation and selection, methods of scoring and recording, and methods of evaluation. A bibliography is included. (This document previously announced as ED 023 562.) (JB)

ED 072 438 CS 200 257
Caffyn, Lois
Nongraded Quarter Selectives: Mini-Guidelines for Mini-Courses.

Kansas State Dept. of Education, Topeka. Curriculum Section.
Pub Date [72]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Creative Teaching, Curriculum Evaluation, *Curriculum Guides, Curriculum Planning, *Elective Subjects, English, *Language Arts, Nongraded Classes, *Secondary Education, *Secondary School Students

This report lists and discusses guidelines for short-term electives, or mini-courses, for the high school language arts curriculum. There are a few references to other fields besides English and to the interdisciplinary humanities to suggest the adaptability of the guidelines. The guidelines can be used for a variety of types of short term courses, such as "selectives," nongraded courses, cyclical courses, phased courses, triads, mods, and concept mini-courses. Nine advantages of such courses are listed. The author discusses ground rules that appear to be necessary for a school to incorporate such courses and presents detailed suggestions of steps to follow in the process of preparing the new curriculum. The last section of the report is devoted to comments about planning such mini-courses. The author emphasizes that the basic rationale behind these courses should be a shift of the major effort of learning from the teacher to the students. (Author/DI)

ED 072 439 CS 200 287
Blatt, Gloria Toby
Violence in Children's Literature: A Content Analysis of a Select Sampling of Children's Literature and a Study of Children's Responses to Literary Episodes Depicting Violence.
Pub Date 72
Note—358p.; Ph.D. Dissertation, Michigan State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-29,931, MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Childhood Attitudes, *Childrens Books, *Content Analysis, Disadvantaged Youth, *Fiction, Grade 1, Grade 3, Grade 7, Literary Analysis, Rural Youth, Suburban Youth, *Violence

Violent episodes in realistic fiction in children's books between 1960 and 1970 were analyzed according to the total space devoted to violence, details or intensity of descriptions, the role assumed by the heroes, villains, kinds of violent acts perpetrated, the relationship of participants in the aggressive act, value judgments expressed, and the sensuous and nonsensuous treatment of violence. Violent episodes were then read to groups of first, third, and seventh grade children from suburban, rural, and inner city schools to determine their responses. Results from the content analysis revealed no substantial increase in the violent content of children's books. However, historical fiction was, on the average, two times as violent as modern realistic fiction. The majority of violent acts were described in a sensuous fashion, and the majority of value judgments about aggression were against such acts. Children's responses indicated they liked the episodes read to them, with children from the inner city more often liking the violent episodes and demonstrating a higher level of understanding. Suburban and rural school children less frequently thought the story realistic. And there appeared to be no correlation between individual responses to the questionnaire used and measured personality traits. (Author/HS)

ED 072 440 CS 200 288
Bowyer, Dolores LaVerna
Published Views of Two-Year College English as Reflected in English Textbooks.
Pub Date 72
Note—279p.; Ph.D. Dissertation, Arizona State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-30,125, MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—College Students, English, *English Curriculum, *Junior Colleges, Publishing Industry, Teacher Education, Teachers, *Textbook Content, *Textbook Evaluation, *Textbook Publications

This study answered four research questions: (1) Can textbook content for freshman English be determined from statements of leaders in two-year college English curriculum? (2) Do current textbooks reflect the content suggested by these leaders? (3) Are textbooks specifically designed for two-year college students? (4) How can publishers and teachers better cooperate? Analyses of publisher statements and textbooks were compared to content criteria from "Guidelines for Junior College English Teacher Training Programs." The study found that: (1) the "guidelines" showed that the two-year college freshman English course was an interdisciplinary communications course; (2) the editors' intent, rather than textbook content, harmonized with the "guidelines" criteria; (3) textbooks were not specifically designed for these students; and (4) publisher-teacher cooperation called for leadership from professional groups, participation from teachers, and financial risk from publishers. (Author/DI)

ED 072 441 CS 200 289
Bronstein, Ruth Liya
The Effect of the Paraprofessional Teaching Experience on Communication in the Family.
Pub Date 72
Note—223p.; Ed.D. Dissertation, Columbia University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-17,205, MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Communication Problems, Communication Skills, *Family Environment, Family Relationship, *Middle Class Norm, *Mothers, *Paraprofessional School Personnel, Parent Child Relationship, *Verbal Communication

This study hypothesized that low-income mothers employed as paraprofessional teachers may significantly change their verbal communication with their own school-age children. Two public schools in New York City provided the population for this study. The study was exploratory, planned as a vehicle to discover variables in the possible transfer of communication attitudes and practices rather than as an instrument to compute the statistical probability of such transfer. When the paraprofessionals' communication prior to school employment was analyzed, respondents fell into three groups. The first group, reporting prior middle-class norms, found little job-induced change. The second group, the largest, reporting norms close to middle-class values, were able to implement those norms as a result of job-induced change. The third group, the smallest, reported little change or desire to change their previous low value on familiar communication. (Author/DI)

ED 072 442 CS 200 290
Bryan, Jonathan Randolph
The Influence of the Nature of a College upon the Development of a Freshman Program in English.
Pub Date 71
Note—179p.; Ph.D. Dissertation, The American University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-18,085, MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*College Administration, *College Curriculum, *College Programs, *Educational Administration, English, *English Programs, Teaching Procedures, University Administration

The purpose of this study was to formulate a single principle providing guidance for directors in the development of freshman English programs in a college or university. A preliminary investigation indicated that directors, in developing these programs, had considered academic, administrative, faculty, and student characteristics. Case studies of the development of the programs in seven colleges were conducted using questionnaires and interviews. The principle formulated from the results was that a director can establish a rationale for developing a program individually adapted to his college. Having described the pertinent characteristics of his college, he can then rank them to establish priorities and to determine the influence of type of design, the curricular emphases, and the instructional policies if each consideration were applied. Conflicts among the resulting components can be resolved through compromises or by changing the characteristics exerting conflicting influences. (Author/DI)

ED 072 443 CS 200 291
Carroll, Harold William
The Use of Close Textual Analysis as an Eclectic Process Designed to Impart an Understanding of and an Appreciation for Literature in the Secondary School English Program.
Pub Date 71
Note—149p.; Ed.D. Dissertation, Auburn University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-11,273, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Drama, *English Programs, *Literary Analysis, Literary Discrimination, *Literary Genres, Literature Appreciation, Literature Reviews, Novels, Reading Comprehension, *Secondary Grades, *Secondary Schools, Short Stories, Teaching Methods
Identifiers—*Textual Analysis

Several poems, a short story, a novel, and a drama were studied with the use of close textual analysis as a highly successful process to be used in teaching literature in the secondary school English program. The procedure was to review professional literature dealing with the objectives of the present-day English curriculum; to identify the main difficulties encountered by students in interpreting literature; to examine the role of reading competence as it is germane to the ability to comprehend and interpret literature; to illustrate the actual process of close textual analysis as applied to poetry, short story, novel, and drama; to state certain implications based upon the research; and to make further recommendations based upon the findings of the study. Conclusions made suggest that there is a need for a singular approach that is nonrestrictive and broadly encompassing as a teaching-learning process in the area of literature and that reading competence is highly essential to interpretive ability. The close textual analysis is recommended as a desirable process to be used in the teaching of literature in secondary schools. (Author/HS)

ED 072 444 CS 200 292
Dougherty, Mildred Swanson
A Comparison of Oral Language Patterns of Two Groups of Selected First Grade Negro Children as Measured by Loban's Analysis Techniques.
Pub Date 71
Note—153p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16,079, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Grade 1, *Language Patterns, Language Skills, *Negro Youth, *Socioeconomic Status, Sociolinguistics, *Speech Habits, Speech Skills, Spontaneous Behavior

Data derived from the spontaneous speech samples of 64 first grade Negro children (32 from an inner city ghetto and 32 from a racially integrated middle income suburb of the same city) were examined to determine whether the difference in socioeconomic circumstances affected (1) the use of nine structural patterns of English and confusion in the use of these patterns and (2) the length in words of the patterns employed. Language samples used were recorded conversations of the subjects (four in a group) playing with Tinker Toys, with the recordings transcribed and coded according to the system of language analysis described by Loban in "The Language of Elementary School Children." Data for Hypothesis A (predicting a positive correlation between the speech of children in the ghetto and those of the suburbs) indicated no significant difference between the two groups. Furthermore, data for Hypothesis B (predicting middle class Negro children use longer speech patterns than lower class Negro children) indicated one socioeconomic group is not superior to the other. However, when the findings were compared with those of Loban's research, it became evident that, regardless of socioeconomic background, first grade children use a wider variety of speech patterns and show less confusion in their speech when it is initiated by the children themselves. (Author/HS)

ED 072 445 CS 200 298
MacLeish, Andrew
A Glossary of Grammar and Linguistics.
Pub Date 72
Note—138p.; Originally published as Part II of "-Modern English"
Available from—Grosset & Dunlap, Inc., 51 Madison Avenue, New York, N.Y. 10010 ($2.95)
Document Not Available from EDRS.
Descriptors—Definitions, Diachronic Linguistics, Dialects, *Glossaries, *Linguistics, Phonemics, *Structural Grammar, *Traditional Grammar, *Transformation Generative Grammar
A guide to linguistic analysis and to the three co-existing grammars--conventional, structural, and transformational--this glossary, which is directed to the beginning student, provides descriptions of terms and topics as they are used in their most frequent and familiar senses. Encyclopedic descriptions and information about the referent are included with a subject orientation toward language history, phonemics, dialects, and grammar. Items, where possible, are defined and contrasted from three points of view: conventional school grammar, structural grammar, and transformational grammar. (HS)

ED 072 446 CS 200 299
Turse, Paul Leonard, Jr.
Shakespeare: Kabuki-Style.
Pub Date 71
Note—442p.; Ed.D. Dissertation, Columbia University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-17,228, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Acting, Athletics, College Programs, Dance, *Drama, *Dramatics, English Literature, *Japanese, *Renaissance Literature, Tragedy
Identifiers—Kabuki, Shakespeare (William)
This study examines the theatrical and thematic aspects of Kabuki and provides recommendations for using these aspects in the production of plays by Shakespeare. Sequences from "Hamlet," "-Macbeth," and "Julius Caesar" were chosen because they are adaptable to Kabuki design. In order to help a director view these plays in terms of Kabuki, an interpretation of each sequence is presented; staging recommendations are made through descriptive passages and line citations as if the sequences are being witnessed by the reader in an actual kabuki production. Since Kabuki acting style is dance-like and athletic, the actor must be in excellent physical condition and must undergo specialized training. Accordingly, judo and karate are recommended training techniques, partly because of the generic relationship between Japanese acting and martial art. This study also discusses the relation of martial arts training to the Stanislavski acting method. (Author/DI)

ED 072 447 CS 200 300
Trezise, Marilyn Joan
A Study of the Feasibility of Using Instructional Modules in a Children's Literature Class.
Pub Date 72
Note—167p.; Ph.D. Dissertation, Michigan State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-30,055, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Academic Performance, *Childrens Books, Individualized Instruction, Instructional Innovation, *Literature Appreciation, Literature Programs, Multimedia Instruction, *Self Directed Classrooms, Student Participation, Student Reaction, *Teaching Methods, *Undergraduate Study
Thirty-three undergraduate students from Michigan State University enrolled in a three-month children's literature course which focused on the use of a set of instructional modules and instructional techniques associated with the open classroom. The course was built on the following assumptions: (1) that individual differences would be accommodated; (2) that students would respond in an individualistic way to what they read and experienced; (3) that multimedia approaches were appropriate and would reach individual differences; (4) that students would be involved in evaluation procedures; (5) that student involvement would be important; and (6) that student interaction would be important to the development of ideas. Evaluation instruments were devised to ascertain success in terms of subject content assimilated by the students, and attitudes toward the use of instructional modules and the approach used. Results indicated positive attitudes toward the use of the modules and approaches. Furthermore, it was concluded that students did seem to acquire a substantial amount of factual, specific information about children's literature and that the combination of an open classroom and instructional-module approach should serve as a basis for instruction in a children's literature course. (Author/HS)

ED 072 448 CS 200 301
Blount, Harold Parker
The Influence of Imagery and Syntactic Transformations on the Recall of Sentences Within Prose Passages.
Pub Date 71
Note—65p.; Ph.D. Dissertation, Purdue University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-7927, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Complexity Level, Imagery, Language Patterns, *Prose, *Recall (Psychological), *Sentence Structure, *Syntax, *Transformations (Language)
Identifiers—Conceptual Peg Model, Order Relations
Three different experiments were conducted to examine several variables that influence the recall of prose. In Experiment I a study was made of the influence of differing imagery level nouns as the subject and object of the preposition of a sentence; it also provided a further test of the conceptual peg model, i.e., the concrete-concrete-subject and object nouns were recalled significantly better than noun combinations of concrete-abstract, and abstract-abstract. Experiments II and III determined whether complex sentences embedded with meaningful paragraphs are recalled better if (1) the sentences are constructed in the active or passive voice and if (2) the described events within sentences are presented in the same sequence as their correct temporal order. Contrary to previous results, active and passive sentences were recalled equally well and complex sentences were recalled better when the events within a sentence came in the same sequence as their temporal order. (Author/HS)

ED 072 449 CS 200 302
Billington, David Rex
The Effects of Subordinate Clause Type, Position, and Number on the Development of Children's Perceptions of the Relationships Among Clauses in Complex Sentences.
Pub Date 71
Note—240p.; Ph.D. Dissertation, The University of Iowa
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-8218, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Complexity Level, *Comprehension, Grade 2, Grade 4, Grade 6, Grade 8, Perception, *Semantics, *Sentence Structure, Sex Differences, *Syntax
Identifiers—*Conjunctions
Aspects of syntax and semantics which affect sentence comprehensibility were investigated for their effects on children's understanding of the dependency relationship of subordinate to main clauses in sentences. Children in grades 2, 4, 6, and 8 were asked to select the main content from orally presented sentences by checking a picture which illustrated the predicate of the clause they selected. Subordinate conjunctions used included because (causal), although (concessional), so that (purposive), if (conditional), as fast as (comparative), and while (temporal). Sentences were right branching, left branching, or center embedded constructions, containing either two or three clauses. The results of Experiment I indicated an improvement in performance over grades, neither significant nor consistent differences in performance between sex and IQ groups, more correct responses to concessional and purposive conjunctions, higher scores for right branching, and for comparative, temporal, and causal conjunctions over conditional conjunctions, and a preference for the first clause. Experiment II additionally revealed that one-main-clause sentences were more often responded to correctly and that position effects interacted significantly with grade, type, and number-of-clause effects. (Author/HS)

ED 072 450 CS 200 303
Fry, Danny Janice Whitley
The Effects of Transformational Grammar upon the Writing Performance of Students of Low Socio-Economic Backgrounds.
Pub Date 71
Note—115p.; Ed.D. Dissertation, Memphis State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-7572, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Complexity Level, *Composition Skills (Literary), *Grade 9, Sentence Structure, Socioeconomic Status, Structural Analysis, *Teaching Methods, *Traditional Grammar, *Transformation Generative Grammar
Two grammars (traditional and transformational) and two methods of teaching (direct and indirect) were measured to determine their effects upon the writing performance of students of low socioeconomic backgrounds. While the direct teaching of grammar was concerned with the correction of specific errors, the indirect teaching was concerned with a generalized grammar with no specific errors emphasized. The subjects, 160 ninth grade students from Memphis, Tennessee, were required to write four compositions--the better of the first two serving as a pretest, the better of the second two, as a posttest. These were then analyzed and rated according to (1) the number and proportions of well-formed sentences, (2) the number of transformations in the well-formed sentences, and (3) average structural complexity scores for the well-formed sentences. Findings indicated no significant differences in the proportion of well-formed sentences or in structural complexity scores. Neither was there any significant interaction among the type of grammar, method of teaching, and the before and after scores. However, there was a significant correlation between IQ and proportions of well-formed sentences. (Author/HS)

ED 072 451 CS 200 307
Brown, Rosellen, Ed. And Others
The Whole Word Catalog.
Teachers and Writers Collaborative, New York, N.Y.
Pub Date 72
Note—128p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 32958, $1.50 non-member, $1.40 member)
Document Not Available from EDRS.
Descriptors—Composition (Literary), *Creative Teaching, *Creative Writing, Creativity, *Elementary Education, English, Fiction, *Poetry, *Secondary Education, Student Teacher Relationship
This catalog, addressed to teachers of writing in the elementary and high schools, consists of (1) suggested assignments to stimulate creative writing, (2) descriptions of materials and assignment references that might be used with the assignments, (3) a list of books and magazines containing anthologies of writing by young people, and (4) resource lists and organizations useful to the writing teacher. The catalog is a product of the Teachers and Writers Collaborative, an organization of professional writers, poets, and teachers experimenting with innovations in the teaching of writing. Many of the ideas were developed in large classrooms in New York City, but they can be used with small groups and with individual students. The assignments represent open-ended "recipes" rather than strictly defined methods or curriculum designs; the authors stress that students should write for enjoyment, with their own voices, not mimicking the voice of a textbook poet or a voice they think the teacher wants to hear. (Author/DI)

ED 072 452 CS 200 308
Shuman, R. Baird And Others
[English Electives and New Courses.]

Virginia Association of Teachers of English.
Pub Date 71
Note—34p.
Journal Cit—Virginia English Bulletin; v21 n2 p1-34 Winter 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Dramatics, *Elective Subjects, *English Curriculum, *English Programs, *Literature, *Secondary Education, Social Studies, World Literature
Identifiers—*English Electives
This edition of the "Virginia English Bulletin" is devoted primarily to articles about multiple-elective programs in high school English classes. These articles include: (1) "Multiple Electives in the English Curriculum" by R. Baird Shuman; (2) "Creative Dramatics: A Natural for the Multiple Electives Program" by Charles R. Duke; (3) "-Spotsylvania Experiments with New Courses" by Donna Kolb; (4) "Canadian School Experiments with New Courses" by James Satterwaite; (5) "-From Pole to Pole: The Teaching of World Literature as a Multiple Elective" by Robert T. Robertson; and (6) "English and Social Studies--The Academic Odd Couple" by Bernard S. Miller. A bibliography on high school phase-elective English programs prepared in August 1970 by NCTE/ERIC is also included. (Author/DI)

ED 072 453 CS 200 309
Hipple, Theodore W.
Teaching English in Secondary Schools.
Pub Date 73
Note—339p.
Available from—The Macmillan Co., 866 Third Avenue, New York, N.Y. 10022 ($7.95)
Document Not Available from EDRS.
Descriptors—*Composition (Literary), Dialects, English Curriculum, *English Education, Grammar, Literary Analysis, Literary History, *Literature, Mass Media, Negro Literature, Oral English, *Secondary Education, Semantics, Student Evaluation, *Teaching Methods, Vocabulary Development
Although intended for use in English methods courses, this book is also intended as a resource and reference work for inservice English teachers. It contains chapters on the following topics: curriculum patterns, year plans, and unit plans; planning and presenting the English lesson; the purposes of teaching literature; the structure of literature; an evaluative approach to literature; a value-centered approach to the study of literature; problems in the teaching of literature; written composition: purposes and practices; classroom approaches to written composition; composition evaluation; selected issues in the teaching of composition; language study: grammar and usage; language study: semantics, dialects, history, and vocabulary; oral activities in the English class; mass media and the teaching of English; English for special students; the literature and language of black students; and evaluation in the English program. Appendixes deal with forty five-minute teaching topics; "English Journal" articles on long works; samples of student-written compositions; and an annotated list of books for the English teacher. (DD)

ED 072 454 CS 200 322
Gray, Gordon W. Galloway, Elizabeth B.
Teaching Language Arts Skills to Disadvantaged Children.
Pub Date [72]
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication Skills, Composition (Literary), Composition Skills (Literary), *Course Objectives, *Disadvantaged Youth, *Elementary Grades, *Language Arts, Language Skills, Listening Comprehension, Listening Skills, Literature Appreciation, Oral Expression, Reading Comprehension, Reading Skills, *Teaching Techniques, Word Study Skills
After a brief review of some of the literature in the teaching of language arts skills to disadvantaged children, suggestions for classroom activities are offered that lead to the following objectives: (1) Listening Skills--to develop the ability to perceive words, comprehend oral language, and evaluate information presented; (2) Oral Skills--to develop fluency in oral expression, provide opportunities for oral expression, and develop skills needed in oral speaking; (3) Composition Skills--to develop the ability to express ideas, provide opportunities for written expression, and to develop the skills in written expression; and (4) Reading Skills--to develop basic word recognition skills and skills in reading comprehension, and to develop a love for reading. (HS)

ED 072 455 CS 200 334
An English Program for Junior and Senior High Schools (Grades 7-12).
Memphis City School System, Tenn.
Pub Date [72]
Note—207p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Composition (Literary), *Curriculum Guides, *English Programs, Grammar, *Junior High Schools, Literature, *Secondary Education, Spelling, *Teaching Guides, Vocabulary
This guide for the teaching of English is offered on three levels for each grade, seven through twelve. The levels are basic (for pupils needing much practical and individual help), standard (for the majority of pupils), and advanced (for bright or gifted pupils). The guide includes teaching suggestions for composition, grammar, literature, spelling, and vocabulary. The proposed curriculum is flexible enough so that each teacher can exercise his own judgment in using it. In addition to specific exercises, the guide includes a recommended reading list for each unit, as well as a recommended reading list for college bound students. An appendix containing additional material on such topics as "tips for the beginning English teacher" and "knowing the library" and a short bibliography of curriculum guides and teaching manuals are also included. (Author/DI)

ED 072 456 24 CS 200 340
Goldberg, Maxwell H., Ed.
Needles, Burrs, and Bibliographies: Study Resources: Technological Change, Human Values, and the Humanities.
Pennsylvania State Univ., University Park. Center for Continuing Liberal Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-2-1022
Pub Date 69
Contract—OEC-9-72-0028(057)
Note—209p.; Developed largely from the CCLE-IBM Humanities Project on Technological Change
Available from—Needles, Burrs, and Bibliographies, Center for Continuing Liberal Education, 100 Sparks Building, University Park, Pennsylvania 16802 ($2.50). Make checks payable to The Pennsylvania State University
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Automation, Community Change, *Creative Dramatics, *Cybernetics, Grade 2, Grade 6, Grade 7, Human Engineering, *Humanities, Human Living, Man Machine Systems, Personal Values, *Social Change, Social Values, *Sociocultural Patterns, *Technological Advancement, Technology
In the first of four sections of this publication, James H. Stone reviews recent writings on the humanities, citing 299 books, essays, and articles. In the second section, Maxwell H. Goldberg provides definitions of several of the central terms related to technological change and human values (e.g., "science," "technology," "cybernetics," "-cybernation," and "human values") and discusses the present and future impact of technological change on society. In the third section, an assortment of opinions collected, by Alan J. Trachtenberg and others, as a sampling of contemporary responses to a changing world are presented. Major topics of opinions are "technology as threat or promise," "the pattern of the working day," "the shape of the community," and "the nature of the good life." Concluding the volume is a bibliography of over 90 pages on technological change, human values, and the humanities. General divisions under which items are grouped are "Background and Context," "Impacts and Implications," and "Further Resources." (This document previously announced as ED 036 525:) "Further Resources." (This document previously announced as ED 036 525.) (LH)

ED 072 457 CS 200 342
Goldberg, Maxwell H., Ed.
Needles, Burrs, and Bibliographies; Study Resources: Technological Change, Human Values, and the Humanities.
Pennsylvania State Univ., University Park. Center for Continuing Liberal Education.
Pub Date 69
Note—209p.; Developed largely from the CCLE-IBM Humanities Project on Technological Change
Available from—Needles, Burrs, and Bibliographies, Center for Continuing Liberal Education, 100 Sparks Building, University Park, Pennsylvania 16802 ($2.50). Make checks payable to The Pennsylvania State University
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Automation, Community Change, *Cybernetics, Human Engineering, *Humanities, Human Living, Man Machine Systems, Personal Values, Research Reviews (Publications), *Social Change, Social Environment, Social Problems, Social Structure, Social Values, *Sociocultural Patterns, *Technological Advancement, Technology, Working Hours
In the first of four sections of this publication, James H. Stone reviews recent writings on the humanities, citing 299 books, essays, and articles. In the second section, Maxwell H. Goldberg provides definitions of several of the central terms related to technological change and human values (e.g., "science," "technology," "cybernetics," "-cybernation," and "human values") and discusses the present and future impact of technological change on society. In the third section, an assortment of opinions collected, by Alan J. Trachtenberg and others, as a sampling of contemporary responses to a changing world are presented. Major topics of opinions are "technology as threat or promise," "the pattern of the working day," "the shape of the community," and "the nature of the good life." Concluding the volume is a bibliography of over 90 pages on technological change, human values, and the humanities. General divisions under which items are grouped are "Background and Context," "Impacts and Implications," and "Further Resources." (This document previously announced as ED 036 525.) (LH)

ED 072 458 CS 200 345
Purves, Alan C.
Competencies in Teaching English.
Pub Date Feb 73
Note—8p.; Paper presented at the Annual Meeting of the Texas Council of Teachers of English (Ft. Worth, February 9, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Effective Teaching, *English, *Language Arts, Linguistics, Literature, *Performance Based Teacher Education, Performance Criteria, Rhetoric, *Secondary Education, Teacher Certification, *Teacher Qualifications, Teaching Skills, Teaching Techniques
This paper discusses suggested requirements for a competency-based English teacher training program on the high school or college level. The author argues that an English teacher needs to demonstrate a basic knowledge of the subject matter in three areas: the structure and history of the English language, rhetorical theory and practice, and literature and criticism. Equally important measures of competence, however, are the kinds of actions he performs in teaching, the skills he possesses as a teacher, and the strategies he uses in organizing these skills. The author outlines a model specifying what some of these competencies in subject matter, acts, skills, and strategies might be. He also suggests that teaching competencies should include certain values, attitudes, and experiences that are not as measurable as the other competencies, but that are no less necessary for competence to be achieved. Once definitions of these competencies are made, it is argued, an exciting, rigorous, and intellectually stimulating teacher training program can be established. (Author/DI)

ED 072 459 CS 200 348
Resources for the Teaching of English, Grades 8-12. Volumes I and II.
Durham County Board of Education, N.C.
Pub Date 72
Note—371p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Communication Skills, Composition (Literary), *Curriculum Guides, *English Programs, *Junior High Schools, *Language Arts, Listening, Literature, Multimedia Instruction, Oral Expression, Poetry, *Secondary Education, Social Development, Teaching
This two volume curriculum guide describes an English program for grades eight through twelve. The guide begins with four essays on the teaching

of English. The first essay deals with some of the problems of a changing English curriculum; the second discusses goals for the language arts program; the third discusses the teaching of writing in the junior and senior high school; and the fourth discusses simulation games that might be used in the classroom. The second section of the guide presents resource units for each grade level: a unit on communication for grade eight; poetry for grade nine; listening, writing, oral expression, and multimedia for grade ten; interpersonal relationships for grades ten and eleven; and literature for grade twelve. There are three appendixes: (1) a list of supplementary books used in Durham County, (2) procedures for ordering county audio-visual materials, and (3) a bibliography of professional references for the teaching of English. (Author/DI)

ED 072 460 24 CS 200 355
Writing Objectives for 1973-74 Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0771
Pub Date 72
Grant—OEG-0-9-080771-2468
Note—36p.
Available from—National Assessment Office, Lincoln Tower, 1860 Lincoln Street, Denver, Colo. 80203 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Composition (Literary), *Composition Skills (Literary), *Educational Objectives, *National Competency Tests, *National Surveys, *Writing Skills
Identifiers—*National Assessment of Educational Progress
This booklet presents the objectives prepared for the National Assessment of Educational Progress's reassessment of writing. The three main writing objectives were: (1) Demonstrates ability in writing to reveal personal feelings and ideas; (2) Demonstrates ability to write in response to a wide range of societal demands and obligations; and (3) Indicates the importance attached to writing skills. Discussions and examples of the way in which the objectives apply to each of the four test groups (age 9, age 13, age 17, and adult) are included. The revised educational objectives are accompanied by a summary of the history and goals of the National Assessment, the procedures used to develop the revised writing objectives, and several appendixes listing the names of those who reviewed the 1965 Writing Objectives, the members of the Writing Objectives Revision Panel, the members of the Lay Review Conference, those who reviewed the Revised Writing Objectives, and those who provided a supplementary review of the Revised Writing Objectives. (DD)

ED 072 461 CS 200 356
Highlights of the First National Assessment of Literature.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date Nov 72
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Elementary Education, English, *Evaluation, Literary Analysis, *Literary Discrimination, *Literature, *Literature Appreciation, Reading Comprehension, *Secondary Education
Identifiers—*National Assessment of Educational Progress
This report describes highlights of the first National Assessment of Literature, a project of the Education Commission of the States. This assessment surveyed four major questions: How well do people understand literature? What and how often do they read? In what ways and how well do people understand imaginative literature? How familiar are they with major characters and works of Western literature? The ages of the subjects tested were nine, thirteen, seventeen, and adults. Results were analyzed according to sex and region of the country. The report includes samples of the testing devices used for each of the four major questions, some of the responses received, and some of the generalizations derived from this survey. The authors note that each question did not receive equal assessment time, and that no one question could be exhaustively pursued in any one assessment year. They also note that the results may be interpreted in various ways depending on the reader's point of view. It is hoped that while the survey will not answer all or even many of the questions about the status of literary understanding in America, it will generate discussion and further research. (Author/DI)

ED 072 462 CS 200 367
Hebert, Katherine Clara
American Frontiers in Literature: The Evolution of a Curriculum.
Pub Date 72
Note—127p.; D.A. Dissertation, Carnegie-Mellon University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,703, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*American Literature, College High School Cooperation, *Curriculum Design, *Curriculum Development, Curriculum Evaluation, English, English Programs, *Grade 8, Literature, *Secondary Education
This dissertation discusses problems involved in preparing an eighth-grade American literature curriculum designed to work as part of a sequential and cumulative seventh through twelfth grade literature series. The study discusses the experience of testing the material and revising the curriculum as a result of this experiment; the experience of working with the publisher; a plan for revising one curriculum for use at another academic level; the problems of timeliness and cooperation between high school and college personnel; and a comparison of an ideal curriculum with the actual finished product. Suggestions are made about curriculum design useful to high school teachers, administrators, or college personnel. While these suggestions may be most helpful to people working in English, the conclusions are valid for other curriculum areas as well. (Author/DI)

ED 072 463 CS 200 368
Moran, Terence Patrick
Educational and Persuasion: A Propaganda Analysis of English Language Textbooks Used in New York City Academis High Schools.
Pub Date 71
Note—216p.; Ph.D. Dissertation, New York University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-11,470, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Basic Skills, *Critical Thinking, *Instructional Materials, *Language Arts, Persuasive Discourse, *Propaganda, Secondary Education, *Textbook Bias, Traditional Grammar, Transformation Generative Grammar
Since critical thinking is given a prominent place in language study, English education should be concerned with analyzing propaganda, not promoting it. In 1937 the Institute for Propaganda Analysis was founded to combat the prolific rise of propaganda in the U.S. Since then many modifications have grown out of the continuing studies of critical thinking and its application to education. An analysis of four English language textbooks widely used in New York City academic high schools revealed numerous examples of the use of propaganda principles and techniques and the violation of specified rules for critical thinking. It was found that "Roberts English Series, Complete Course" (9th grade) propagandized the transformational grammar approach to language study; "The New Building Better English" (10th grade), a basic skills approach; "English 11: Composition and Language" (11th grade), a critical thinking approach; and Warriner's "English Grammar and Composition, Complete Course" (12th grade), a traditional grammar approach. This raises some serious questions as to the function of education and its relationship to propaganda in a democratic society. (Author/HS)

ED 072 464 CS 200 369
Bacon, Roger Lee
Literary Theory: A Pedagogy.
Pub Date 72
Note—169p.; Ph.D. Dissertation, University of Utah
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23,272, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*English, Historical Criticism, Literary Analysis, *Literary Criticism, Literary Discrimination, Literary History, Literature, Literature Appreciation, *Teaching, *Theoretical Criticism
This dissertation dealt with the preparation, designing, teaching, and evaluation of a course in literary theory. The course examined the following areas of literary study: definition, perception, description, explication, interpretation, and evaluation. It is centered on the following theses: (1) in literary pursuits criticism is teaching and teaching is criticism; (2) no definitive interpretation-explication is possible on great works of literature; (3) criticism should center on the work itself; (4) knowledge of several critical approaches benefits both the critic and the reader; and (5) the discipline of English needs the direction of a comprehensive theory of literature. A central effort of the course was the development of a working definition of "literary theory," such as (1) being philosophical about literature and its commentaries, histories, analyses, and judgments; (2) a view of literature from outside, from above; (3) a concern with principles, categories, devices, systems, standards of literature and criticism; (4) a conceptual approach to the study of literature; (5) establishing paradigms for the study of literature; and (6) the presuppositions and evaluations of criticism. (Author/DI)

ED 072 465 CS 200 375
Maxwell, John, Ed. Tovatt, Anthony, Ed.
On Writing Behavioral Objectives for English.
National Council of Teachers of English, Champaign, Ill. Commission on the English Curriculum.
Pub Date 70
Note—132p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 04024, $2.50 non-member, $2.25 member)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Objectives, Behavior Change, Course Objectives, Curriculum Development, *Curriculum Planning, *Educational Objectives, Educational Theories, Educational Trends, English, English Curriculum, *English Instruction, *Humanism, Humanities
This book presents the results of the examination, during 1969, of the behavioral objectives movement in English instruction by the NCTE Commission on the English Curriculum. It points out that, although some major benefits may eventually arise from the writing of English behavioral objectives, "the process bristles with problems in semantics, philosophy, psychology, measurement, and pedagogy," and "there are real dangers to the English curriculum possible within the behavioral objectives movement" if it fails to accommodate "the humanistic aims which have traditionally been valued" in English. Part 1 consists of a fictitious narrative concerning the problems faced by an English department chairman who must redefine English in a framework of behavioral objectives. Part 2 contains 11 articles concerning English instruction and behavioral objectives by Sue M. Brett, James Hoetker, John C. Flanagan, Lois Caffyn, J. N. Hook, Alan C. Purves, Isabel Beck, Geoffrey Summerfield, James Moffett, Donald A. Seybold, and Robert F. Hogan. A bibliography on behavioral objectives concludes the volume. (This document previously announced as ED 040 211.) (JM)

ED 072 466 CS 200 376
The Hues of English. NCTE Distinguished Lectures 1969.
National Council of Teachers of English, Champaign, Ill.
Pub Date 69
Note—112p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 03052, $2.00 non-member, $1.80 member)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Characterization (Literature), *Comedy, Composition (Literary), *English

Curriculum, English Education, Independent Reading, Language, Language Rhythm, *Literary Styles, Literature Appreciation, *Poetry, Prose, *Reading Interests, Renaissance Literature
Identifiers—William Shakespeare
The third volume in the NCTE Distinguished Lectures Series, this collection of papers includes (1) William Stafford on poetry and the language of everyday life, (2) Fred Stocking linking Shakespeare to his time and all time by analysing "temperance" in Sonnet 18, (3) Alan Downer discussing the nature of comedy in drama and the universal search for a harmonious relationship between men and women, (4) Nancy Larrick showing some of the effects of a changing world, with its emphasis on violence, on readers and potential readers, (5) Walker Gibson discussing composition and style as a reflection of and a creator of character, and (6) Harold Allen advocating language as the tie that binds together the elements of the English curriculum. (See also ED 028 160 for another volume in the Series.) (This document previously announced as ED 033 946.) (RH)

ED 072 467 CS 200 387
Pinar, William Frederick
Humanities Program: Critique and Rationale.
Pub Date 72
Note—159p.; Ph.D. Dissertation, The Ohio State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,082, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Educational Research, *Elementary Education, *Humanities, Humanities Instruction, Liberal Arts, Psychological Characteristics, *Psychological Studies, *Secondary Education
The psychological impact of schooling is examined within the context of a new school of British psychoanalytic thought. It is concluded that schooling is maddening, in the sense used by Laing, Cooper, and others. A rationale for a sane humanities program is established consisting of two components: the nuclear and the cortical. The nuclear is the center of the program; the cortical refers to peripheral elements. The nuclear is the basic encounter or training group; the cortical component is music, dance, the fine arts--studies traditionally associated with the humanities. The study recommends that (1) this new humanities program should be tested throughout elementary and secondary schools, (2) teacher education programs should reflect the humanities program, (3) pilot humanities programs should be established in colleges and universities, and (4) schools and colleges of education should study the dynamics of a genuinely humanizing, educative ambience. (Author/DI)

ED 072 468 CS 200 389
Corbin, Richard
The Teaching of Writing in Our Schools: A Macmillan Guidebook for Parents.
National Council of Teachers of English, Champaign, Ill.
Pub Date 66
Note—125p.; Published by the Macmillan Co., New York
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 32609, $1.95 non-member, $1.65 member)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Composition (Literary), Composition Skills (Literary), Creative Writing, Elementary Education, *English Instruction, Expository Writing, Grading, Language Instruction, Language Styles, Parent Teacher Cooperation, Secondary Education, *Student Evaluation, Student Testing, *Teaching Methods, Teaching Techniques, *Writing, Writing Exercises
This discussion attempts to acquaint parents with the reasons for teaching writing in grades 1-12 and with some of the processes by which teachers guide students in learning to write. Specific topics include the practical need for writing, the differences between written and spoken languages, the ways children learn to write, the topics they write about, the amount of writing they should do, questions of style and correct usage, problems of testing and grading, and techniques of teaching writing. Ways in which parents can help both the child and the school are suggested. (This document previously announced as ED 025 515.) (LH)

ED 072 469 24 CS 200 390
Jung, Steven M. And Others
Product Development Report: First Year Communication Skills Program. Technical Report No. 1.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Report No—AIR-21900-9-71-TR-1
Pub Date Sep 71
Contract—OEC-0-70-4892
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, Classroom Materials, *Communication Skills, Conditioning, Educational Resources, *Elementary Education, English, Formative Evaluation, Individualized Instruction, *Instructional Materials, *Kindergarten, Programed Instruction, Reading, Summative Evaluation, Teacher Education
This report, one of a series of twenty-one studies discussing the developmental history of a recent educational product, discusses a beginning reading program for kindergarten that is planned as part of a broader communication skills program for the elementary grades. The first section of the report describes the product, which consists of student and teacher materials for ten units of classroom instruction. This section also discusses the characteristics of, rationale for, and procedures for using the product. The second section discusses the origins of the product in terms of key personnel, sources and evolution of ideas, and funding. Section three discusses the development of the product in relation to management and organization, the original plan and its modifications, procedures for development, and formative evaluation. The remainder of the report provides a summative evaluation of the product, and discusses its distribution, installation, future, and some of the critical decisions made during its development. Appendixes describe (1) rules for developing instructional products, (2) a trainer's guide, (3) names of consultants who reviewed the program, (4) the product development cycle, (5) product development stages, and (6) a list of the twenty-one educational products and their developers. (Author/DI)

ED 072 470 CS 500 117
Hopper, Robert
Measuring Children's Dependence upon Visual Context.
Pub Date Dec 72
Note—7p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Comprehension, Context Clues, Language Instruction, *Linguistic Competence, Linguistic Performance, Nucleation (Language Learning), Pictorial Stimuli, *Sentences, *Visual Learning, Visual Stimuli
This study was designed to explore the influences of visual context upon sentence comprehension in young children. Three-, four-, five-, and six-year-old children were presented with various linguistic tasks under varied visual context constraints. Four context conditions--no visual context, a helpful pictured context, a helpful visual context acted out, and a misleading pictured context--were used in testing sentence comprehension. It was hypothesized that younger children's performance would be most affected by varying visual context and that fewest errors would result with helpful context, more with no context, and the greatest number with confusing context. The findings supported the hypothesis. In discussing the implications of these findings for language instruction (and performing language therapy), the experimenter concludes that teaching language through context manipulation of communication demand situations may prove more profitable than present attempts to teach language rules directly. (Author/LG)

ED 072 471 CS 500 118
Smith, Arthur L.
Historical and Social Movement: A Search for Boundaries.
Pub Date Dec 72
Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Black Power, Civil Rights, Communication (Thought Transfer), *Interaction Process Analysis, Metaphors, Negro Role, *Persuasive Discourse, *Rhetoric, *Social Change, *Sociocultural Patterns
This paper is a presentation of what a mass movement pressupposes rhetorically, as opposed to what a movement is in social or historical terms. The author outlines the functions of rhetoric in a movement, in order to establish how the metaphor operates as the essential rhetorical instrument. He states that a mass social or historical movement is essentially a rhetorical campaign, because: (1) a collection of humans interact in order to verbalize their aims, creating the movement; (2) through rhetoric, symbols and metaphors are created, which characterize the ideological direction of a movement; and (3) a movement is the sum total of its adherent's communications activities, internal and external. The author claims that those who would study mass movements must isolate and identify the metaphors: the principal metaphor, which constitutes the basis of the movement, and the minor metaphors, the traditional ones, which are used in production of arguments, attacks, appeals, etc. The two categories together represent the totality of a rhetorical movement. (Author/RN)

ED 072 472 CS 500 119
Gruber, Frederic A.
Auditory and Articulatory Aspects of Grammar.
Pub Date Dec 72
Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Acoustic Phonetics, *Auditory Perception, Language Research, *Linguistics, Linguistic Theory, *Pattern Recognition, Phonetic Analysis, *Speech, Transformation Generative Grammar
The author addresses the need for a new acoustic recognition strategy, extending the position that any adequate grammar of a language must distinguish between auditory and articulatory knowledge. Reviewing the existing literature and theories of language and its acquisition, the author discusses their limitations and inadequacies in accounting for natural acoustic patterns. As a solution to the acoustic recognition problem he proposes differentiation of speech signals based on time and intensity. This would provide unique representations for input syllables according to their linguistic differences. (Author/LG)

ED 072 473 CS 500 120
Hunter, Charles F.
A New Look at the Broadcast Curricula.
Pub Date Dec 72
Note—6p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Broadcast Industry, *Curriculum Design, Film Study, *Mass Media, *Media Technology, Production Techniques, *Programing (Broadcast), Radio, *Speech Curriculum, Undergraduate Study
The author reviews the development of broadcast education and its current status, and then discusses some of the dissatisfactions that educators, broadcasters, and students have with the present broadcast curricula. He feels that communications departments should offer programs that serve all college students, not merely those who are interested in broadcasting as a career. The goals he sets forth are: (1) an initial course in integrated media for every student; (2) a course, also for every student, in communications history and theory; (3) courses to provide comparative understanding, for the broadcasting major, of the mass communications media and the societies they serve; (4) professional study in oral and written aspects of broadcast communication; and (5) advanced courses for specialization in writing, programming, management, or produc-

tion. He emphasizes the importance of internship programs in providing experience beyond the classroom or laboratory. He concludes with a statement of the characteristics and attitudes that a graduate of a future broadcast education program should possess. (Author/RN)

ED 072 474 CS 500 121
Sikkink, Don
Fundamental Change in Parliamentary Procedure.
Pub Date Dec 72
Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Group Relations, *Informal Organization, Meetings, *Models, *Organizations (Groups), *Parliamentary Procedures, Planning, Problem Solving, Verbal Communication
Identifiers—*Roberts Rules of Order
The latest edition of "Robert's Rules of Order" (Newly Revised) has received praise for its improved clarity and its simplification of the complex rules of parliamentary procedure. The author questions, however, the relevancy and applicability of even these simplified legislative rules to the smaller informal group setting. Taking the position that there is need for a clear separation of parliamentary procedures for legislative bodies and for small informal organizations, he suggests development and standardization of a set of simple rules for use in informal groups. He proposes a model designed to provide a simplified version of parliamentary procedure which is clear, direct, easy to implement and easy to teach. (Author/LG)

ED 072 475 CS 500 122
Hurt, H. Thomas And Others
Credibility, Persuasibility, and the Perception of Machiavellianism.
Pub Date Dec 72
Note—30p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, Communication (Thought Transfer), *Individual Characteristics, Individual Power, *Interpersonal Relationship, Personality Assessment, Personality Studies, *Personality Tests, *Persuasive Discourse, Psychological Characteristics
Identifiers—*Machiavellian Traits
The authors contend that the personality construct of "Machiavellianism" should be of concern to communication researchers because of its implicit relationship to the process of persuasion. Two studies are reported which investigate the relationship between the Machiavellian personality and two variables in the persuasive process: source credibility and message type. The first experiment tested several contradictions in the relationship between Machiavellian personality type and the perception of credibility. Results indicated that individual personality differences did result in differential perceptions of source credibility. The second experiment tested interaction between message type (Factual-Emotional) and credibility in inducing attitude change in subjects with high and low Machiavellian traits. Results indicated that standard persuasion theories are most useful in predicting behavior of those with low Machiavellian traits, particularly with respect to source credibility. For those of high Machiavellian traits, however, a redefinition of the effects of source credibility is perhaps needed. (Author/RN)

ED 072 476 CS 500 123
Ritter, Kurt W.
The Myth-Making Function of the Rhetoric of the American Revolution: Francis Hopkinson as a Case Study.
Pub Date Dec 72
Note—23p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Colonial History (United States), Essays, *Mythology, Nationalism, *Persuasive Discourse, Political Influences, Propaganda, *Revolutionary War (United States), *Rhetoric, *United States History
Identifiers—*Hopkinson (Francis)
The author suggests a critical approach to the rhetoric of the American Revolution focusing on the concept of "myth-making. This operates in revolutionary rhetoric when the revolutionist creates a spiritual dynamism for his movement through appeals that suggest the sanction of supra-rational forces. The author applies this concept to the persuasive literature of an American Revolutionary propagandist, Francis Hopkinson. He reveals a close interaction of aggressive rhetoric and unifying rhetoric, operating to generate an American identity, which included a shared vision of both the national character and the destiny of America. He points to such words as "liberty," "genius," and "commerce," as unifying symbols or the ultimate terms of that period. He suggests that in order to grasp the full significance of American Revolutionary rhetoric, scholars focus their attention on the myth-making function. He concludes that the rhetoric of the Revolution was more than manipulated; it expressed ideas with personal significance to both rhetors and auditors--ideas with perhaps lasting impact on the future development of American public address. (Author/RN)

ED 072 477 CS 500 124
Abel, John D.
Family Type Influences on Child Television Viewing.
Pub Date Dec 72
Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, Behavior Patterns, *Family Influence, Family Relationship, *Interpersonal Relationship, Orientation, *Parent Child Relationship, Perception, Social Values, *Television Viewing
The television viewing behaviors (program preferences) of children as influenced by family-type were examined in this study. To determine family-types, a four-fold typology of family interaction patterns (based on the degree of socio-interpersonal orientation and the degree of concept-idea orientation of the family) was used. Six hundred and fifty-four mother-child pairs were surveyed. The children were asked to rank six categories of television programs under three preference headings. The mothers completed two such rankings. From the rankings of program categories, three rank-order correlation coefficients were computed and cross tabulated with family types. The degree of similarity between child-mother programming preferences were found to be different among the four family types. In general however, most of the findings related mainly to differences between high-low socio-oriented and high-low concept-oriented families. (Author/LG)

ED 072 478 CS 500 125
Bochner, Arthur P.
Task and Instrumentation Variables as Factors Jeopardizing the Validity of Published Group Communication Research, 1970-1971.
Pub Date Dec 72
Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Evaluation Criteria, *Group Dynamics, Reliability, Researchers, *Research Methodology, *Research Problems, *Research Reviews (Publications), Standards, Validity
The validity and reliability of small group research published between 1970 and 1971 is examined in this paper. In response to the small group research position which gives precedence to theory over method, the author counters that placing measurement in a secondary position increases the danger of accepting claims of experiments which contain excessive error. A representative sampling of eight studies published in "-Speech Monographs" between January 1970 and December 1971 were critically examined. The author found (1) that there is considerable agreement about what should be measured, but considerable disagreement about how to measure; (2) that neglect of task stimuli seriously comprised the internal validity of a number of studies; and (3) that accuracy and completeness of reliability was not a crucial factor in manuscript publication. The author argues for more stringent methodological standards in the publication of research and discusses suggestions for appropriate utilizations of tasks and complete and accurate assessment of reliability. (Author/LG)

ED 072 479 CS 500 126
Becker, Samuel L.
Evaluation of Academic Programs.
Pub Date Dec 72
Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Education, Academic Performance, Academic Standards, *College Faculty, *Communication (Thought Transfer), Cost Effectiveness, *Departments, *Educational Accountability, *Evaluation, Evaluation Methods, Organization
Recent developments in faculty organization and accountability are discussed separately in terms of their implications for evaluation of academic programs and departments. Faculty organization is examined in relation to each components' (individual faculty members, departments, colleges, and other assorted units) accessibility to and utilization of feedback data assessing their performance and effectiveness. Recommendations for checking the possible inhibiting effects of departmental autonomy upon department program evaluation are advanced. Suggestions for a nation-wide effort (coordinated by national organizations) to establish goal consensus and accountability criteria among institutions according to field, are made. Through organizations such as the Speech Communication Association and Association of Departments and Administrators in Speech Communication, the general public and decision-makers in institutions of higher learning can be educated about the value of increasing the communication skills and sophistication of individuals, groups, and organizations. (Author/LG)

ED 072 480 CS 500 127
Ryan, Michael G.
Bilingual Attitudes Towards Authority: A Canadian Study.
Pub Date Dec 72
Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
Available from—Michael G. Ryan, Department of Speech Communication, University of Oklahoma, Norman, Oklahoma
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Attitude Tests, *Bilingualism, Cognitive Development, *Cross Cultural Studies, *Cultural Pluralism, *Language Research, Questionnaires, Second Languages, *Social Attitudes
Identifiers—Canada, French Canadian
The hypothesis of this Canadian study was that attitudes toward authority of French-English bilinguals would differ from the attitudes of French and English unilinguals toward authority. Student subjects responded to questionnaires using Likert scales to measure hostility, acceptance, anxiety, and neutrality toward authority. Analysis of variance indicates that French Canadians hold attitudes which are more hostile toward authority than English Canadians, while English Canadians tend to hold attitudes which are more anxious toward authority than French Canadians. Results also lend partial support to the research hypothesis which predicted that the attitudes of bilinguals toward authority would differ from those of both the French Canadian and English Canadian unilinguals. (Author/RN)

ED 072 481 CS 500 128
Cowell, Catherine R.
Leadership and Society: A Comparative Study of the Views of Kurt Lewin and Raymond B. Cattell.
Pub Date Dec 72
Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Authoritarianism, *Behavioral Science Research, *Group Dynamics, *Leadership Qualities, Leadership Training, Platonism, *Political Attitudes, Population Education, Social Environment, *Social Structure, Social Values
Identifiers—Cattell (Raymond B), Lewin (Kurt)

The author contrasts the views of two theorists on leadership and communications, Raymond B. Cattell and Kurt Lewin. Cattell takes the authoritarian view that leaders are born, not made, and proposes the application of eugenic measures to develop the leaders that society needs, also stressing the importance of research to help to identify leaders. Lewin assumes the more democratic view that leadership qualities can be learned and that everyone is potentially a leader in the framework of group decision. The author holds that both Cattell and Lewin hold optimistic views of the future and the nature of man and that they are equally scientific and humanitarian. Lewinians might avail themselves more widely of the precision of Cattell's methods, whereas Cattell could profitably employ the Lewinian principle of active experimentation with change. The possibilities for synthesis of the two approaches suggest interesting prospects for future research, training, and action. (Author/RN)

ED 072 482 CS 500 129

Gibb, J. Douglas MacDougall, Allan B.

Biofeedback: An Operational Definition and Control of Dissonance.

Pub Date Nov 72

Note—11p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Analysis of Variance, *Behavioral Science Research, *Changing Attitudes, *Cognitive Processes, *Cybernetics, Definitions, *Feedback, Psychophysiology, Semantic Differential, Statistical Analysis

Identifiers—*Biofeedback, Dissonance

This study is part of a program designed to attempt identification of dissonance through components of electrophysiological instrumentation, for measuring and presenting to a person some of his own unconscious dissonance, of which he is normally unaware. Using college students as subjects, the authors used attitude ratings on values to attempt to induce in them feelings of self-dissatisfaction about specific values and attitudes and then measure attitude change. Their findings include indications that subjects could learn relaxation of muscle tension to low levels quite easily with biofeedback methods; further, biofeedback enabled subjects to maintain a lower arousal state, making them less susceptible to overreaction because of dissonance. A further study was designed to test whether it was possible through biofeedback training to control the internal states of dissonance and thereby control attitude change. Overall results indicated that such feedback training in control of muscle activity helped the subject to maintain a state of calm during a "dissonance" experience; therefore, he was not prone to change his behavior. (Author/RN)

ED 072 483 CS 500 130

Sanders, Robert E. Schneider, Michael

On Empirical Evidence for the Existence of Rules Governing Speech-Using Behavior.

Pub Date Dec 72

Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Science Research, Language Development, Language Learning Levels, Language Patterns, *Language Research, *Linguistic Competence, *Linguistic Theory, *Oral Communication, Research Methodology, *Verbal Communication

Departing from Baconian science which focuses on explanation of the occurrence of events, Chomsky's linguistics involves a different orientation--namely the explanation of form to account for linguistic behavior. The "knowledge" upon which linguistic judgements are based involves the premise of innate mechanisms. The assumption that speakers and listeners are able to acquire linguistic competence because they are biologically equipped to do so gives rise to an empirical question--whether or not the acquisition of communicative behavior reflects innate mechanisms. To clarify the issue, the authors discuss some of their own research designed to determine developmental sequences in speech-using behaviors. They view their study as support for further extended and refined research in the area of speech-using behavior. Serious study of communicative behavior requires certainty as to whether Baconian or Chomskyan methodology best explains communicative competence. (Author/LG)

ED 072 484 CS 500 131

Vickrey, James F., Jr.

Inaugural Rhetoric and Rhetorical Prescription--An Examination of Organizational Patterns in Presidential Inaugural Addresses.

Pub Date Dec 72

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American History, Communication (Thought Transfer), *Composition (Literary), Language Styles, Language Usage, Persuasive Discourse, *Public Speaking, *Rhetoric, *Rhetorical Criticism, Speech Skills, Verbal Communication

In this study of the organizational patterns of 46 United States presidential inaugural addresses there were four research questions, relating to the overall pattern of the speeches and the internal structure of ideas and topics. Key findings indicate that: (1) 25 of the 46 speeches have three easily discernible parts--introduction, body, conclusion; (2) seven include a preview and review of the main points while 23 have a preview only; (3) few have transitional devices that facilitate easy reading; and (4) the topical organizational pattern predominates. The author concludes that despite the different styles and themes found in inaugural addresses, Presidents, in general, do not organize these ceremonial speeches in the manner suggested by most traditional textbooks. The author ends with his suggestions for areas of future study of inaugural addresses. (RN)

ED 072 485 CS 500 133

McGaffey, Ruth And Others

Philosophy and Rhetoric.

Georgia Speech Communication Association.

Pub Date 72

Note—35p.

Journal Cit—Georgia Speech Communications Journal; v4 n1 p5-71 Fall 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Analytical Criticism, Aristotelian Criticism, *Communication (Thought Transfer), Ethical Values, *Ethics, Logic, *Persuasive Discourse, *Philosophy, *Rhetoric

This publication contains three articles centered on the theme of philosophy and rhetoric. In the first article, "Rhetorical Probability and the Search For Truth," Ruth McGaffey submits that in a free society, decision-making is more often than not based on probability, the subject matter of rhetoric, rather than certainty. Robert F. Holton in the second article, "The Issue of Morality for the Rhetorician and Philosopher," discusses the relationship between rhetoric, philosophy, and morality in terms of the purpose of rhetorical training, the allowable methods of persuasion, and the nature of arguments used. In the third article, "'Fitness of Response' in Bitzer's Concept of Rhetorical Discourse," Ralph S. Pomeroy first reviews Lloyd Bitzer's concept of rhetorical discourse, and explains what he considers are ambiguities in the theory, and finally reprints a dialogue between himself and Bitzer on the subject. (Author/RN)

ED 072 486 CS 500 134

Scott, Robert P., Ed.

Literature as Revolt and Revolt as Literature: Three Studies in the Rhetoric of Non-Oratorical Forms. Proceedings of the Annual University of Minnesota Spring Symposium in Speech-Communication (4th, Minneapolis, May 3, 1969).

Minnesota Univ., Minneapolis. Dept. of Speech, Communication, and Theatre Arts.

Pub Date 3 May 69

Note—43p.

Available from—Dept. of Speech Communication and Theatre Arts, 317 Folwell Hall, Univ. of Minnesota, Minneapolis, Minn. 55455 ($1.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Literature, *Analytical Criticism, Civil Rights, *Communication (Thought Transfer), *Literary Analysis, Novels, Persuasive Discourse, Poetry, Social Attitudes, *Social Environment

Identifiers—Dickey (James), Hawthorne (Nathaniel), King (Martin Luther)

The theme of this symposium was the classic concern about the rhetoric-poetic relationship as applied to modern communication problems. In the first paper, "The 'Vision' of Martin Luther King," Edwin Black postulates that Dr. King contributed to the development of a "revolutionary literature" because of his impact, not only on the public consciousness, but especially on rhetorical procedures and the nature of public persuasion in this nation. In the second paper, "The Open Poem is a Now Poem: Dickey's "May Day Sermon,"' Thomas O. Sloan analyzes the poetry of James Dickey in terms of its structure of "immediacy," wherein the "poem creates the character of its presence" through sound and thus "wreaks violence on our conventional notions of literary language." In the third paper, "Literature and Revolution: The Case of "The Scarlet Letter,"' David W. Noble first defines the attitude of the modern world to literature and science as one that sets these two disciplines apart from any cultural pattern and views the work of the artist or scientist as self-sufficient; he then analyzes Nathaniel Hawthorne's novel as an attempt to restore literature to an understanding of the importance of the culture and as a criticism of modern individualism and realism. (RN)

ED 072 487 CS 500 135

Measell, James S.

William Pitt and the Rhetoric of Repression.

Pub Date Dec 72

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Dissent, Individual Power, Political Influences, *Political Power, Political Science, Power Structure, *Rhetoric, *Rhetorical Criticism, *Social Environment

Identifiers—English History, Habeas Corpus, *Pitt (William)

Attempts by governmental powers to suspend the right to Habeas Corpus have occurred from time to time throughout English and American history. This study discusses one such successful attempt, engineered by William Pitt the Younger, then prime minister, in 1794. Pitt's success in gaining suspension of this writ and passage of the Habeas Corpus Suspension Act is attributed to his establishment of a "rhetoric of repression" within a political climate of repression. Pitt's role in this rhetoric of repression is scrutinized. The author's discussion is guided by the following questions: (1) What was the climate of repression in which Pitt's rhetoric of repression found favor? (2) What were the characteristics of Pitt's rhetoric of repression, especially as manifest in the debate on the Habeas Corpus Suspension Act of 1794? (3) Was Pitt's rhetoric of repression justified? (Author/LG)

ED 072 488 CS 500 136

Griffin, Emory A.

The Effects of Varying Degrees of Audience Density Upon Auditor Attitude.

Pub Date Dec 72

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, *Audiences, *Changing Attitudes, *Communication (Thought Transfer), Interior Space, *Persuasive Discourse, Physical Environment, Public Speaking, Space Utilization, Stimulus Behavior, Stress Variables

Identifiers—*Audience Density

Crowding theoretically causes increased situational stress which in turn intensifies the pressure upon an individual to conform to the leading stimulus. The specific question of whether listeners in a densely packed audience respond more favorably to a persuasive speech than listeners in a less crowded environment was investigated. One hundred and sixty-one volunteers from Northwestern University participated in the experiment. Randomly assigned to one of four treatment conditions of varying audience densities and a control group, participants were subject to a 15 minute, live speech advocating an anti-vivisection position. Following the speech, treatment subjects filled out the Molnar Vivisection attitude scale on which they had been pretested earlier and also responded to the Zuckerman-Lubin Multiple Affect Adjective Check List which measures situational anxiety. The results of the experiment supported the theory. Anxiety increased linearly with crowding

and more immediate attitude change was evidenced under the more crowded conditions. (Author/LG)

ED 072 489 CS 500 137
Taylor, Pat M.
The Relationship Between Humor and Retention.
Pub Date Dec 72
Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Composition Skills (Literary), *Humor, Hypothesis Testing, Persuasive Discourse, *Public Speaking, Retention, *Retention Studies, Rhetoric, *Verbal Communication
The author reports a recent study on humorous and non-humorous speeches on two topics: the meaning of totalitarianism and an explanation of the Whorf hypothesis. Student subjects listened to two recorded speeches--the humorous version of one speech and the non-humorous version of the other speech--and later responded to a multiple-choice test of information retention. For the speech on totalitarianism, there was no significant difference in retention between those who had heard the two versions. For the speech on the Whorf hypothesis, however, results showed that those who heard the non-humorous version learned significantly more than those who heard the humorous one. The author concludes that a speaker should be cautious about the inclusion of humor, suggesting that one who relies on humor may, in fact, impart less information than if he were to deliver the same speech without humor. (Author/RN)

ED 072 490 CS 500 138
May, T. Stephen
Promoting the Summer Speech Institutes.
Pub Date Dec 72
Note—7p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College High School Cooperation, Information Dissemination, News Media, Program Administration, *Publicize, *Secondary Grades, *Speech Education, *Summer Institutes, Summer Programs, Vacation Programs
The author discusses the processes of public relations and promotion as they relate specifically to university summer programs for high school students. He bases his conclusions on his experience with the Northwestern University Summer Speech Institute. Institute promotion activities fall into three areas: (1) direct advertising, through publications and correspondence, to potential institute students and those who know of their work; (2) development of a community awareness of the institute and its goals; and (3) development of a strong feeling for the institute within the college or university community. The author outlines in detail the procedures followed to implement each of these goals. (Author/RN)

ED 072 491 CS 500 139
Marr, Theodore J.
A Content Analytic Study of "People's Daily" in Its Socialization Process: A Case in Cross-Cultural Communication.
Pub Date Dec 72
Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Chinese Culture, Communication (Thought Transfer), Comparative Analysis, *Content Analysis, *Cross Cultural Studies, *Journalism, Language Styles, *Publications, Social Influences
The author outlines a study comparing the modes of communication in two newspapers: "Jen Min Jih Pao" (People's Daily) and the Des Moines "Register." He applies a content-category system, based on Hayakawa's trichotomy of sentence types, to the reporting of these two newspapers on five major international events: the 1967 Arab-Israeli conflict, the first Chinese H-Bomb, the first U.S. moon landing, the launching of the Chinese satellite, and the killings at Kent State University. Analyses of the kinds of sentences used in different events show that those events involving the achievement of China or the failure of the U.S. were reported in "Jen Min Jih Pao" with a higher percentage of judgment and exhortation sentences; the Des Moines "Register's" approach is exemplified by the large number of report sentences and few inference or judgment sentences. Little interpretation of the report sentences is provided, and even contradictory statements from different sources are reported in the U.S. paper without an attempt to indicate which is correct. (Author/RN)

ED 072 492 CS 500 140
Rossiter, Charles M., Jr. And Others
A Critique of Burgoon's Study of Willingness to Manipulate Others and Success in Two Basic Speech Communication Courses.
Pub Date Dec 72
Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Behavior, *Communication (Thought Transfer), Evaluation Techniques, *Individual Characteristics, Predictor Variables, Reliability, *Research Methodology, *Research Problems, Validity
The authors question Burgoon's assumption that the acquisition of grades and the achievement of course goals are highly positively correlated. The major criticisms of Burgoon's study concern use of grades as measurements of success and the nature of the experimental population. The use of grades is criticized on the grounds that disparity existed in the determination criteria. The generalizability of results is also limited due to the selective experimental population--students and instructors participating in public speaking and freshman communication courses at General Motors Institute. The unique character of this information suggests that the results might differ from those obtained in a more typical institution of higher learning. (Author/LG)

ED 072 493 CS 500 141
Tate, Eugene
An Annotated Bibliography of Studies on Counterattitudinal Advocacy.
Saskatchewan Univ., Saskatoon.
Pub Date Dec 72
Note—155p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annotated Bibliographies, Attitudes, *Behavioral Science Research, Changing Attitudes, Hypothesis Testing, *Literature Reviews, Persuasive Discourse, *Research Methodology, *Research Reviews (Publications)
This bibliography of research on counterattitudinal advocacy begins with a list of independent variables, cross-indexed with authors. In the research summaries, the compiler has followed a consistent pattern of organization: (1) the hypotheses are stated first, followed by the independent and dependent variables, (2) a summary of the manipulation is given with indication of types of subjects and the length of time between pretest and experimental manipulation, (3) the topic of the study is given, and (4) the results are summarized. Finally, the compiler summarizes any problems the researcher might have encountered, other interpretations of the data given by other social psychologists, and any quotations of importance found in the reference. (Author/RN)

ED 072 494 CS 500 142
Ryan, Michael G.
Stereotypes, Credibility, and Foreign Accented English Speech.
Pub Date Dec 72
Note—31p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American English, *Attitudes, *Diction, Ethnic Status, Ethnic Stereotypes, Listening, *Oral Communication, Sociolinguistics, Speaking, *Standard Spoken Usage
Designed to measure the acceptability of foreign accents, this study describes the parameters of the stereotypes and credibility that Southwest American listeners attribute to French and Spanish accented English Speech. The paper is divided into four main sections--a review of the literature pertinent to the study topic, a description of the methodology of the study, the results of the data analysis, and a discussion of the results. Two hypotheses were tested: (1) Southwestern American listeners will attribute stereotypes of a more positive nature to standard English speakers than to French or Spanish accented speakers; and (2) Southwest American listeners will attribute greater credibility to standard English speakers than to French or Spanish accented speakers. Neither hypothesis was supported by the results, and, in rejecting the two research hypotheses, the author questions both the theory and research upon which the hypotheses were based and further examines the implications of the study. (Author/LG)

ED 072 495 CS 500 143
Bradac, James J.
Communicative Competence: Implications for the Field of Speech Communication.
Pub Date Dec 72
Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Patterns, *Child Development, Cognitive Processes, *Communication (Thought Transfer), *Communication Skills, *Concept Formation, Interdisciplinary Approach, Linguistic Performance, Nonverbal Communication, *Research Methodology, Research Needs
Identifiers—*Communicative Competence
Focusing on communicative competence as a major concept in speech communication, the author discusses the implications for theoretical, methodological, and pedagogical activities. Theoretical concerns generated by this focus are: characterization of the knowledge which comprises communicative competence, description of rules for appropriate communicative behavior, and communicative invariance. On the methodological level he emphasizes expansion of research procedures to include systematic observation of unstructured interactions and settings and reliance on data supplied by the intuitions of communicators. The pedagogical implications suggest a move toward interdepartmental study, greater student participation and involvement, the beginning of communication training at an earlier educational level (elementary), and the recognition that the primary objective should involve cognitive changes rather than behavioral changes. (Author/LG)

ED 072 496 CS 500 144
Benge, Ronald
Communication and Identity.
Pub Date 72
Note—222p.; Essays on a personal theme with special reference to conflict and development in the Third World
Available from—Shoe String Press, Inc., 995 Sherman Avenue, Hamden, Conn. 06514 ($9.00)
Document Not Available from EDRS.
Descriptors—African Culture, Colonialism, *Communications, Cultural Traits, *Culture Conflict, *Developing Nations, *Information Theory, Mass Media, *Self Actualization, Social Structure, Social Values, Technological Advancement
The essays in this volume focus on the author's concern with the "sociology of development" within both individuals and cultures. He discusses the type of knowledge that is available about a world "which includes ourselves and other people in terms both material and spiritual." Essay topics include: the dangers of "scientism," or overemphasis on technological control; alternative modes of knowledge; the nature of traditional and colonialist societies; the development of underdeveloped areas of the world, particularly with respect to communications; and the theories and attitudes underlying the "Underground," or youth culture. His premise is that communications, as technically developed as they are, have still in one sense broken down; old social structures have disappeared in underdeveloped nations and have been replaced by "chaos," and those who write about these nations produce "fantasies which do not relate to what is happening." Further, in affluent nations, communications breaks occur because of gaps between appearances and reality. (Author/RN)

ED 072 497 CS 500 145
Buchholz, Steve W. Petelle, John L.
An Experimental Comparison of Certain Cueing Systems in Group Problem-Solving.
Pub Date Apr 72

Note—20p.; Paper presented at the Annual Meeting of the International Communication Assn. (Atlanta, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior, Classification, *Cognitive Processes, *Communication (Thought Transfer), *Concept Formation, Decision Making, *Intellectualization, *Problem Solving, Recall (Psychological), Response Mode
Identifiers—*Cueing System
This study investigated several questions generated by cueing system research. The cueing system is perceived as a means of directing our categorizing behaviors in the processing and recall of information. Experiments involved a comparison of categorical cueing systems on a given task in relation to two control areas: (1) subjects using a free recall format and (2) subjects given eighteen random words. The experimenter sought to determine if there is any difference in the viability of various cueing systems and if a random set of cues facilitate idea generation as well as a more fully developed system. He used a four level, one-dimensional analysis of variance: Wilson's and Arnold's attributes and relationships; Kant's categories of understanding; a randomized word list on the problem area; and control groups operating under the auspices of free recall. (Author/LG)

ED 072 498 CS 500 146
Brenner, Marshall H. Sigband, Norman B.
Organizational Communication--An Analysis Based on Empirical Data.
Pub Date Apr 72
Note—12p.; Paper presented at the Annual Meeting of the International Communication Assn. (Atlanta, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Business Administration, *Communication (Thought Transfer), *Communication Problems, *Employer Employee Relationship, Industrial Structure, Institutional Research, Management Information Systems, Operations Research, *Organization, Surveys
This two-phase study examined communication style and practice in a major aerospace firm. First, sixty-five high-level company managers were interviewed to ascertain their views on communication problems and practices within the firm. Second, a questionnaire survey was distributed to 700 supervisors and non-supervisory personnel, soliciting opinions concerning the accuracy and adequacy of communication within the company, the timeliness of information communicated, and the nature of communications media used. Results indicated that: (1) managers higher in the structural hierarchy of an organization are better informed than those lower in the hierarchy; (2) communications to an employee are more effective when most of them come from his immediate superior and (3) subordinates keep their superiors better informed when both share a common frame of reference and when the superior is easily accessible to his subordinates. There was no apparent relationship between percentage of communications the subordinates received orally or in writing and how well informed the respondent perceived himself to be. (PK)

ED 072 499 CS 500 147
McEwen, William J.
Drug Abuse Information in the Mass Media: Studies of Information Impact.
Pub Date Dec 72
Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiences, *Communication (Thought Transfer), *Drug Abuse, *Information Dissemination, *Information Utilization, *Mass Media, Perception, Public Television, Response Mode, Student Attitudes, Student Reaction
In response to statistics indicating the extent of drug abuse in the United States, a variety of public and private agencies have attempted to inform the mass public regarding the dangers involved in illicit drug abuse. However, there has been little examination of the target audiences themselves so that their responses might be employed as a criterion for evaluating informational efforts. Discussed in this paper is a set of interrelated studies describing research efforts aimed at determining the structure of student reactions to drug abuse messages. Initial comparisons of alternative messages based on such audience perceptions are also presented. A veriety of physiological and paper-and-pencil measures of three basic component aspects of perceiver response arousal, information acquisition, and evaluation were used to examine the range of relevant target audience responses. (Author/LG)

ED 072 500 CS 500 148
Hunt, Gary T.
Approaches to the Use of Simulation in Speech Courses.
Pub Date Dec 72
Note—12p.; Paper presented at the Annual Meeting of the SPEECH Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Instruction, *Communication Skills, *Educational Strategies, *Instructional Design, Interpersonal Competence, Models, Motivation Techniques, Oral Communication, Secondary Grades, *Simulation, *Speech Instruction, Teaching Methods
The author examines how a simulation model relates to speech communication as an effective tool for high school and basic college speech courses. Pre-structured, teacher-structured, and spontaneous simulation games are discussed. The author concludes that regardless of which type of simulation strategy is employed, the post game discussion and analysis period among participants is critically important. This portion of the simulation teaching model provides students with opportunities to examine their behavior and further provides the greater impetus to student learning. (LG)

ED 072 501 CS 500 150
Johnson, David W.
Reaching Out: Interpersonal Effectiveness and Self-Actualization.
Pub Date 72
Note—269p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($8.95 cloth, $4.95 paper)
Document Not Available from EDRS.
Descriptors—Behavioral Objectives, *Communication (Thought Transfer), *Communication Skills, Group Relations, *Individual Development, *Interpersonal Competence, *Interpersonal Relationship, Perception, Secondary Grades, Self Actualization, Undergraduate Study
This book is designed to provide the theory and experiences necessary to develop effective interpersonal skills. Each chapter begins with an introduction and explanation of the concepts discussed. Discussion questions and a short exercise to diagnose the student's present skill level of the concept follow. Exercises designed to increase skill proficiency are included and accompanied by procedural instructions. A checklist of skills intended to test how much each participant has learned and how much further development is necessary concludes each section. This book is designed to help individuals increase their skills in initiating, developing, and maintaining effective, fulfilling relationships with other people through personal awareness and growth. (Author/LG)

ED 072 502 CS 500 151
Meeske, Milan D.
Counterads: Broadcasting and the First Amendment.
Pub Date Dec 72
Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Broadcast Industry, Federal Court Litigation, *Freedom of Speech, *Government Role, *Mass Media, *Programing (Broadcast), Publicize, Radio, Television, *Television Commercials
Identifiers—*Counteradvertising
The author claims that one of the results of the pressure put on broadcasting to increase its availability as a discussion forum is the development of "counteradvertising," editorial advertising that involves the broadcasting of opinion on controversial issues. This is an outgrowth of the FCC ruling that broadcasters provide free time for anti-cigarette statements. The courts have been faced with controversies on the extent to which broadcasters must accept counterads, which might undercut the advertising base of the industry, versus the "right of reply" of citizens groups to diverse topics. The author raises three issues that are involved: the extent to which editorial advertising can logically be extended, the price of counteradvertising and the proportion of counterads to a given commercial, and the effect of counterads as a prior restraint that would force stations to reject some advertising. (Author/RN)

ED 072 503 CS 500 152
Healy, John L.
A Multi-Dimensional Evaluation Procedure for Intercollegiate Debate.
Pub Date Nov 72
Note—7p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cocurricular Activities, *Debate, *Evaluation Methods, *Intercollegiate Programs, Persuasive Discourse, Public Speaking, *Speaking Activities
Identifiers—*Debate Tournament Management
The author presents a tested method for the judging of intercollegiate debate rounds. The procedure utilizes three types of judges for each round: the forensics expert, the non-forensics layman, and a student participant. Their decisions would be entered immediately on a debate evaluation grid. The tournament schedule would provide time at the end of each round for the panel of judges to discuss their decisions with the participants. The author sees the advantages of the procedure as, first, broadening and complementing the existing standard practices, and second, providing immediate feedback to the debaters rather than giving them comments after a considerable delay. (Author/RN)

EA

ED 072 504 24 EA 004 563
Baas, Alan M.
Libraries and Instructional Materials Centers. Educational Facilities Review Series Number 13.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0353
Pub Date Feb 73
Contract—OEC-0-8-080353-3514
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Educational Facilities, Educational Specifications, *Instructional Materials Centers, Library Equipment, *Library Facilities, *Literature Reviews, *Planning (Facilities), School Improvement
The concept of the instructional materials center (IMC) has evolved in response to the limitations of the traditional single-resource library. The IMC is an organizational solution for integrating traditional library services with the variety of multimedia devices and materials necessary to contemporary educational practice. The concept grew from the desire for more effective teaching in an increasingly complex educational system and the need for better use of the many audiovisual devices and other communications instruments developed for modern teaching and learning. Frequently, the literature does not differentiate clearly between libraries and IMCs. In earlier documents, discussions of library design often included useful information on multimedia accommodations. These discussions are reported in the first section of this review. The second section focuses on those documents attempting to define the IMC and its new roles in relation to educational practice and facilities. (Author)

ED 072 505 24 EA 004 566
Templeton, Ian
School Size. Educational Management Review Series Number 13.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0353
Pub Date Dec 72
Contract—OEC-0-8-080353-3514
Note—10p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Educational Economics, *Educational Opportunities, *Educational Quality, Enrollment, Expenditure Per Student, *Literature Reviews, *School Size, Small Schools, Student Teacher Ratio, Student Teacher Relationship
Identifiers—*Actualization
The documents surveyed in this review are limited in three ways: first, in many cases only the general terms "large" and "small" are used in the discussion of school size. Second, most of the studies deal with secondary schools because there is greater concern with the extent of curriculum offerings at that level. Third, many authors draw conclusions from studies of school district size. This is understandable because the data available on district size are often more accurate and more complete than those on school size. School district data are used on the assumption that most small districts are in sparsely populated areas and have small schools, whereas the opposite is true for large districts. This review divides the literature into (1) school size and educational costs, (2) size and student achievement, (3) advantages and disadvantages of small schools, (4) advantages and disadvantages of large schools, and (5) opportunity and actualization factors. Nine of the documents reviewed are available from the ERIC Document Reproduction Service. (Author)

ED 072 506 EA 004 572
Rusk, Bruce, Ed.
Alternatives in Education.
Ontario Inst. for Studies in Education, Toronto.
Pub Date 71
Note—133p.; Papers presented at Ontario Institute for Studies in Education Anniversary Lectures (Fifth, Toronto, Ontario, Fall 1970)
Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) ($2.25)
Document Not Available from EDRS.
Descriptors—Behavioral Objectives, Child Psychology, Cognitive Development, Computer Assisted Instruction, *Educational Change, Educational Finance, *Educational Objectives, *Educational Problems, Educational Resources, *Educational Theories, *Futures, Humanization, Independent Study, Mentally Handicapped, Social Change, Universal Education, Universities, Vocabulary
These six lectures explore alternative approaches to education both within and outside the educational system. The contributions and their authors include: "Telling It Like It Ain't: An Examination of the Language of Education," by Neil Postman; "The Psychology of J. Piaget and Its Relevance to Education," by Vinh Bang (presented also in French); "Alternatives Through Computers," by Patrick Suppes; "The Definition of a University," by Northrop Frye; "Educators and the Mentally Deficient," by Jean Vanier; "The De-schooling of Society," by Ivan Illich; and "Alternatives in Education," by Bruce Rusk. (JH)

ED 072 507 EA 004 684
Howe, Harold, II
Picking up the Options.
Department of Elementary School Principals, Washington, D.C.
Pub Date 68
Note—250p.
Available from—National Association of Elementary School Principals, NEA, 1801 North Moore Street, Arlington, Virginia 22209. (NEA Stock No. 181-05574, Paper, $6.00; No. 181-05576, Cloth, $7.50; Quantity Discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Black Power, Board of Education Role, Civil Rights, *Educational Change, Educational Finance, Educational Policy, *Educational Quality, Educational Technology, *Federal State Relationship, Governance, Higher Education, Racial Integration, School Community Relationship, School District Autonomy, *School Segregation, *Speeches, Teacher Education, Urban Education
This book contains 23 addresses delivered by Harold Howe, II, during two of his years as United States Commissioner on Education. The speeches contain recurrent theses, but each address is unique in its emphasis and development. Howe's basic theme is the urgent necessity to provide true equality of educational opportunity for all children. Individually and collectively, the speeches furnish new insights into critical issues and invoke increased concern and an effort to approach more nearly our great aspirations for American education. In discussions of school desegregation, the education of disadvantaged children, and the plight of the ghettoes, Howe emphasizes justice and the welfare of the nation. On such subjects as early childhood education, individualized instruction, work experience for adolescents, the education of teachers, the limitations of scholastic aptitude tests, educational technology, and the values of humanistic education, Howe expresses continuing concern for the fullest development of the individual and the opening of doors for all children. He is sharply critical of unimaginative and insensitive school programs that set frustrating limits on the aspirations and achievements of human beings. (Author/JF)

ED 072 508 EA 004 685
Alternative Educational Futures in the United States and in Europe: Methods, Issues and Policy Relevance.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date 72
Note—195p.; Volume 8, background report No. 12, of Proceedings From the Conference on Policies for Educational Growth (Paris, France, June 3-5, 1970)
Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N. W., Washington, D. C. 20006 ($4.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Community Education, Economic Progress, *Educational Benefits, *Educational Economics, Educational Objectives, *Educational Planning, Educational Policy, Educational Technology, Equal Education, *Futures, Humanization, Models, Policy Formation, Politics, *Public Policy, Social Change, Social Values, Taxonomy
This book contains four papers by noted educational planning experts that, together, cover practically all the implications of undertaking 'futurological' studies in education. Louis Emmery, in his "Alternative Educational Futures and Educational Policy-Planning," summarizes the three papers that comprise the remainder of the document and stresses the importance of viewing alternative educational futures in the context of policy planning or "second generation" educational planning. Torsten Husen then describes three major purposes for exploring alternative educational futures. In the third paper, Warren Ziegler develops a taxonomy consisting of five models, which purports to synthesize the current practice of American educational planning as it views the future. Finally, Willis Harman focuses on alternative future states of American society that represent, in some sense, alternative dominant belief and value systems. (Author/JH)

ED 072 509 EA 004 736
Progress of Public Education in the United States of America 1968-1969. A Report of the United Nations Educational, Scientific and Cultural Organization International Conference (32nd, Geneva, Switzerland.)
Office of Education (DHEW), Washington, D.C.
Report No—OE-10005-69A
Pub Date 70
Note—53p.
Available from—Superintendent of Documents U. S. Government Printing Office, Washington, D. C. 20402 (Catalog No. HE5.210:10005-69-A, $.55)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Accreditation (Institutions), Educational Finance, Enrollment Trends, *Federal State Relationship, Grade Organization, *Organization, *Public Education, School Holding Power, State School District Relationship, *Statistical Data, Tables (Data), Teacher Certification, *Teacher Education, Teacher Recruitment, Teaching Quality
This document, organized in 3 parts, reports significant achievements at the elementary, secondary, and higher education levels in United States public education, and discusses the professional development of teachers as a major achievement and innovative movement. Part one describes the governmental organization and the grade placement structure of American education. The second part provides nationwide data that may be used to compare the 1968-69 period with previous time periods for factors such as enrollment, instructional staff, graduates, retention rates and educational attainment, income sources, and expenditures. The final part discusses aspects of the professional development of teachers, such as teacher education, accreditation of institutions, teacher certification, and various programs for teacher development and recruitment. A related document is ED 038 523. (JH)

ED 072 510 EA 004 794
School Board Policies on Negotiations. [Educational Policies Development Kit.]
National School Boards Association, Waterford, Conn. Educational Policies Service.
Report No—EPS-NSBA-Cat-72-72
Pub Date Nov 72
Note—30p.
Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201. (Kit #72-72, 1-3 kits $2.00, Quantity Discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Board of Education Policy, *Boards of Education, *Collective Negotiation, *Guidelines, Negotiation Agreements, Negotiation Impasses, Superintendent Role, *Teacher Associations, Teachers
This is the 19th in a continuing series of kit-booklets issued to help school boards develop written policies in key areas. The intent in providing samples is to encourage thinking in policy terms; and to provide working papers to be edited, modified or adapted to meet local requirements. The negotiation subtopics covered in the samples include (1) legal status, (2) goals and objectives, (3) scope, (4) superintendent's role, (5) bargaining meeting procedures, (6) impasse procedures, and (7) professional staff negotiating organization. (Author/JF)

ED 072 511 24 EA 004 798
Charters, W. W., Jr. And Others
Contrasts in the Process of Planned Change of the School's Instructional Organization. A Symposium.
Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-5-0217
Pub Date Feb 73
Contract—OEC-4-10-163
Note—154p.; Papers presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Case Studies, *Differentiated Staffs, Educational Change, *Educational Innovation, *Educational Research, Elementary Schools, *Multiunit Schools, *Paraprofessional School Personnel, Role Perception, School Organization, Secondary Schools, Symposia, Team Teaching
Seminar papers focus on two sequentially-related projects concerning the implementation phase of educational innovation: (1) a set of observational case studies of schools in their first year's effort to initiate differentiated staffing plans and (2) briefer but more pointed case studies of elementary schools that reputedly had succeeded in implementing a multiunit school model. The five papers in this compendium summarize some of the findings that have emerged from these two projects. The first paper describes the evolution of the differentiated staffing project in a school district, from a district-level view of events. The author analyzes the tacit and sometimes explicit assumptions about organizations, people, and change that guided the attempts by project administrators to innovate. The next two papers discuss the implementation process as viewed at the "grass-roots" level in two of the district's project schools. The fourth paper characterizes the adjustment problems that confronted teachers and paraprofessionals as they worked out their role relationships during the year of differentiated staffing implementation. The fifth paper brings together the studies of four elementary schools that have succeeded in altering their forms of staff organization. Selected bibliographies are included at the end of each paper. (Author/DN)

ED 072 512 24 EA 004 799
Baas, Alan M.
Physical Education Facilities. Educational Facilities Review Series Number 14.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Bureau No—BR-8-0353
Pub Date Feb 73
Contract—OEC-0-8-080353-3514
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Air Structures, Athletic Fields, Building Materials, Educational Specifications, Field Houses, Gymnasiums, *Literature Reviews, *Physical Education Facilities, *Planning (Facilities), Playgrounds, Swimming Pools
Current thinking on elementary and secondary school physical education emphasizes motivating young people to develop habits of physical exercise and expression that will persist into adulthood. To help foster such a lifetime commitment, athletic programs must provide a range of opportunities for students to realize their particular physical potentials. Accordingly, athletic facilities must accommodate numerous individual and group-oriented activities. The reviewed documents, previously cited in RIE, are restricted to issues of design and construction and concern indoor facilities (gymnasiums and wide-span structures), outdoor areas, and swimming pools. (Author)

ED 072 513 24 EA 004 800
Baas, Alan M.
Luminous Environments. Educational Facilities Review Series Number 15.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Bureau No—BR-8-0353
Pub Date Mar 73
Contract—OEC-0-8-080353-3514
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biological Influences, Classroom Design, Classroom Environment, *Controlled Environment, *Educational Facilities, Flexible Lighting Design, *Illumination Levels, Light, *Lighting, *Literature Reviews, Planning (Facilities), Windowless Rooms, Windows
Identifiers—Artificial Environments
The lighting of a school building should be considered an active element of the total educational environment. In addition to ensuring efficient performance of visual tasks, a good lighting system contributes significantly to the aesthetic and psychological character of the learning space. Recent literature on school illumination recommends a combination of natural and artificial lighting. Several documents cited in this review give evidence that reliance on artificial light sources alone may have adverse biological repercussions. Other documents describe lighting problems peculiar to open plan schools. The trend in luminous design provides for maximum lighting flexibility through use of both fluorescent and incandescent lamps. Thirteen of the documents cited are available from the ERIC Document Reproduction Service. (Author)

ED 072 514 24 EA 004 803
Nappi, Andrew T.
A Project To Create and Validate Curriculum Materials in Consumer Education for High School Students. Final Report.
Saint Cloud State Coll., Minn.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-0-F-077(V)
Pub Date Nov 72
Grant—OEG-5-71-0024(509)
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, Consumer Economics, *Consumer Education, Critical Thinking, Curriculum Development, *Economic Education, High School Students, *Inquiry Training, *Instructional Materials, Money Management, Multiple Regression Analysis, Program Evaluation, *Questioning Techniques, Teaching Techniques, Test Results
Identifiers—*Inquiry Approach
The purpose of this study was to determine the short-term impact of inquiry-oriented teaching materials on high school students' understanding of consumer education concepts and practices. In addition, the study sought to ascertain if a comparative advantage exists in offering consumer education courses at the preservice and the inservice levels of instruction. Data collected and analyzed in the study were fit into linear regression equations, one for each of the eleven models employed in testing the hypothesis underlying the central problem. The Consumer Information Test (CIT) and the Test of Economic Understanding (TEU) were used to measure high school students' understanding of consumer education and economic knowledge. Study findings revealed that the inquiry-oriented teaching materials positively affect students' understanding of consumer education concepts and practices and that the traditional treatment of consumer education subject matter is less effective than the inquiry mode of instruction. (Author)

ED 072 515 EA 004 807
O'Neil, Roy J.
Counterproposals for School Boards in Teacher Negotiations. A Comprehensive Response to the Demands of Teacher Organizations to Balance the Power at the Bargaining Table.
Countersearch, Aurora, Ill.
Pub Date 72
Note—255p.
Available from—Countersearch, Box 1371, Aurora, Illinois 60507 ($38.25)
Document Not Available from EDRS.
Descriptors—Arbitration, *Boards of Education, *Collective Negotiation, *Contracts, Contract Salaries, Grievance Procedures, Guidelines, *Teacher Associations, Teacher Militancy, *Teacher Responsibility, Teacher Strikes
Identifiers—*Counterproposals
This handbook presents a number of countermeasures through which boards may more adequately defend the public interest in control of public schools as the demands of militant teacher organizations continue to escalate. The first two sections of the book contain the historical and legal background; parts III, IV, and V present a complete and typical package of organizational proposals to which counterproposals are set forth in response. The final section, part VI, draws on the previous five parts and attempts to project them in perspective into patterns for planning for the future of negotiated public education. The counterproposals are offered with the caution that their utility must be evaluated in the light of State laws and local conditions. (Author/JF)

ED 072 516 EA 004 810
Brodinsky, Ben
Why Your School Board Needs a Good Public Relations Program.
Pub Date 15 Apr 72
Note—10p.; Paper presented at National School Boards Association Annual Convention. (32nd, San Francisco, California, April 15-18, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Board of Education Policy, *Boards of Education, *Community Involvement, Community Support, Conference Reports, *Guidelines, Policy Formation, *Public Relations, School Community Relationship, Speeches
This paper discusses the public relations problem facing school boards and suggests board action to alleviate these problems. The author emphasizes that one of the most critical instruments of public relations is the board meeting. To improve board meetings as mediums of public relations, the author suggests (1) improving procedures for handling business matters, (2) adopting a more deliberate approach to policy formation, and (3) opening at least one meeting a month to the public as an instrument of public relations. The author also suggests methods for obtaining public involvement in school affairs. (JF)

ED 072 517 EA 004 812
Cole, Henry P.
Making Process Education Operational Through Objective Descriptions of Classroom Roles. A Training Package.
Pub Date 21 Mar 72
Note—34p.; Materials presented at National Education Technology annual conference (2nd, New York, March 21, 1972), and at Creative Problem Solving Annual Institute (17th, Buffalo, New York, June 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Education, *Educational Philosophy, Instructional Materials, Learning Activities, Learning Processes, Student Role, *Teacher Education, Teacher Role, Training, *Workshops
Identifiers—*Process Education
The materials and activities included in this learning package assist the trainees to understand the general philosophy and concepts of process education and to develop competency in the methods to translate these concepts into operational classroom practice. Participants are first presented with information and/or observations; they are then asked to think about the observation or information. After they have been presented with a problem or task that requires them to apply and extend the information they acquired in earlier stages, they are provided with feedback on some other ways in which they might have solved the problem or completed the task. The package has been designed to be used in an intensive 3-hour session or over a longer period of time. The appendix includes a list of alternative materials for use with the package and an annotated bibliography of suggested reading. (Author/DN)

ED 072 518 EA 004 820
Chapman, Dave Carioti, Frank
Design for ETV: Planning for Schools with Television. Revised.
Chapman (Dave) Design, Inc., Chicago, Ill.; Educational Facilities Labs., Inc., New York, N.Y.
Pub Date 68
Note—97p.
Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, N. Y. 10022 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acoustical Environment, Class Size, Controlled Environment, *Educational Television, Enrollment Projections, Environmental Influences, *Facility Guidelines, Flexible Facilities, Furniture Arrangement, Lighting Design, *Physical Design Needs, *Planning (Facilities), *School Planning, Space Dividers, Space Utilization, *Televised Instruction, Video Equipment, Visual Environment
The primary focus of the study reflected in this report was the facility for the educational program -- spaces and equipment for learning in the school. Particular emphasis was placed on the effective use of television in the classroom. The study results reflect seven years' review by a design team of experience with educational and instructional television as developed by teachers and administrators from "scratch" and of the requirements and use of television in school situations across the nation. The report offers verbal and visual comments, recommendations and suggestions as guides for those involved in school planning and school space design. The report opens with a summary of findings relative to the immediately recognizable elements that effect the educational program. Subsequent chapters offer planning guidelines; a description of the organization, transmission, and reception equipment; and a discussion of some of the individual elements of furnishings and furniture for the various spaces within the school. In a final section, solutions to all previously discussed problems are presented in sketch form and put together for a total school space concept. Listings of representative references used in the report compilation and a glossary of ETV terms conclude the presentation. (Author)

ED 072 519 EA 004 821
School Busing. Hearings Before Subcommittee No. 5 of the Committee on the Judiciary, House of Representatives, Ninety-second Congress, Second Session on Proposed Amendments to the Constitution and Legislation Relating to Transportation and Assignment of Public School Pupils. Parts 1-3. Serial No. 32.
Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Pub Date 72
Note—1,983p.
EDRS Price MF-$0.65 HC-$65.80
Descriptors—Agency Role, *Bus Transportation, Court Cases, Federal Courts, Federal Government, *Federal Legislation, Free Choice

Transfer Programs, Government Role, *Integration Methods, Integration Plans, Neighborhood Schools, *Racial Balance, Racial Distribution, Racially Balanced Schools, Speeches, *Student Transportation

This document contains statements by educators, government officials, constitutional experts, and concerned citizens and groups concerning House Joint Resolution 620, other proposed amendments to the constitution, and legislative measures relating to the assignment and transportation of school pupils. The joint resolutions and proposals take various approaches including (1) forbidding schools to take race into consideration in assigning pupils to schools, (2) constitutionalizing neighborhood schools, (3) forbidding busing to achieve racial balance, and (4) "freedom-of-choice proposals. (JF)

ED 072 520 EA 004 822

Tax Credits for Nonpublic Education. Hearings Before the Committee on Ways and Means, House of Representatives, Ninety-Second Congress, Second Session on H. R. 16141 and Other Pending Proposals Relating to Aid to Primary and Secondary Education in the Form of Tax Credits and/or Deductions. Parts 1-3.

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

Pub Date 72

Note—859p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Numbers 5270-01611/01613, Parts 1 and 2, $1.25 each; Part 3, $1.00)

EDRS Price MF-$0.65 HC-$29.61

Descriptors—*Educational Finance, Equal Education, *Equalization Aid, *Federal Aid, *Federal Legislation, Nonpublic School Aid, *Parochial School Aid, Private Schools, Public Schools, State Church Separation, Tax Allocation, Taxes, Tuition

Identifiers—*Tax Credits

This document contains statements by educators, religious groups, government officials, constitutional experts, and concerned citizens and groups on various legislative proposals to provide aid to elementary and secondary education. The proposals would (1) provide payments to the States for elementary and secondary education, (2) redress inequitable distribution of resources for elementary and secondary education among States and among local educational agencies within the States, and (3) allow a specified tax credit for tuition paid for nonpublic elementary and secondary education of dependents. The contributors present both favorable and opposing views to these proposals. (JF)

ED 072 521 EA 004 823

Issues in School Finance.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Sep 72

Note—433p.; 92nd Congress, 2nd Session

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.75)

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Court Cases, *Educational Finance, *Equal Education, *Equalization Aid, Expenditure Per Student, *Federal Aid, Federal Programs, Foundation Programs, Full State Funding, Property Taxes, *School Taxes, State Aid, State Legislation

This document compiles several studies on educational finance, including "Federal Aid to Education: Who Benefits?" "The Financial Aspects of Equality of Educational Opportunity," and "Legislator's Guide for School Finance." Also included are two briefs filed in the San Antonio vs Rodriguez case and a listing of current school finance litigation. The first study examines the effect of Federal dollars in five industrial States to (1) determine who was benefiting from the expenditures, (2) study the decisionmaking process affecting the allocation of funds, and (3) recommend changes in aid formulas and administration. The second study summarizes present inequities in school finance, reviews the causes of these inequities, examines recent court decisions, and concludes with a series of recommendations. The Legislator's Guide contains a brief analysis of four "real life" alternatives to school funding by State systems and a concise conceptual framework for approaching the study of school finance reform. (JF)

ED 072 522 EA 004 824

Hansen, Kenneth Ellena, William J.

Teacher Tenure "Ain't" the Problem.

American Association of School Administrators, Washington, D.C.

Pub Date 73

Note—31p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00366, $2.00, Quantity Discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Collective Negotiation, *Contracts, Due Process, Evaluation Methods, State Laws, *Teacher Dismissal, Teacher Employment, *Teacher Evaluation, Teacher Welfare, *Tenure

The concept of "tenure," with all its clumsy and confusing burden of historic and current misinterpretation, will probably soon disappear. However, what tenure laws intended, and have failed to do, will almost surely be preserved in other forms of administrative procedure. To be effective, administrative procedures must be (1) clear and detailed, (2) set forth in written personnel policies, (3) validated by sound administrative and evaluative practices, (4) ratified in negotiated agreements, and (5) fully consistent with just constitutional requirements. The search for such imaginative and realistic alternatives to statutory teacher tenure will involve long and detailed planning, intensive preparation, marked alteration of slipshod administrative practices, and a real commitment on the part of teachers, administrators, the public, and legislative bodies. A 29-item selected bibliography is provided. (Author)

ED 072 523 EA 004 828

Inequality in School Financing: The Role of the Law. Clearinghouse Publication No. 39.

Commission on Civil Rights, Washington, D.C.

Pub Date Aug 72

Note—81p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Civil Rights, *Court Cases, *Disadvantaged Youth, Educational Finance, Educational Legislation, *Equal Education, Equalization Aid, Expenditure Per Student, *Minority Group Children, Property Taxes, School Taxes, Urban Schools, *Urban Youth

This survey gives a brief history of the movement toward equality of educational opportunity in the United States, reviews recent court decisions mandating equality in educational expenditures, and raises some of the critical questions thus far unanswered either by the courts or by the legislatures regarding ramifications of these decisions. It suggests that the recent court decisions striking down State systems of school finance (because of intrastate inequality) may not be the panacea for minority group schoolchildren that it had originally been envisioned. Because minority group children are increasingly concentrated in urban areas, the decisions will tend to benefit minority group children to the extent they benefit the cities in which they live. The outcome depends on whether cities as a whole will benefit from the decisions. (Author)

ED 072 524 EA 004 839

Simon, Miriam

A Case Study of the School Personnel Utilization-Differentiated Staffing Project of the School District of Kansas City, Missouri, 1969-1972.

Kansas City School District, Mo.

Pub Date 72

Note—80p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Role, *Case Studies, Curriculum Development, *Differentiated Staffs, Educational Needs, Educational Objectives, *Ghettos, Individualized Instruction, Primary Education, *Public Schools, School Aides, *School Personnel, Teacher Aides, Teaching Quality, Team Teaching

Identifiers—*Kansas City, Missouri

The Kansas City Differentiated Staffing Project is in operation in two schools in the central part of the school district. The project began as part of a large scale effort to offer quality education to an increasing number of black students. This report gives a history of the project, its cost and source of funding, its objectives and development, and a list of project accomplishments. The future of differentiated staffing and the means by which the efficacy of the program and its outcomes can be assessed are also discussed. Appendixes present job descriptions and salary schedules, staff findings, the Vincent evaluation of educational quality, staffing patterns at both schools, the communication system at one school, educational goals, a sample math program, test scores, and a PROVUS flowchart and evaluation to facilitate comparisons of program performance and standards. (DN)

ED 072 525 24 EA 004 840

Gove, James R.

Feasibility Study of the 45-15 Plan for Year-Round Operation of a Public High School Served by an Elementary District (Valley View #96, Will County, State of Illinois) Already on the 45-15 Plan. Final Report.

Valley View School District 96, Romeoville, Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-E-114

Pub Date 27 Oct 72

Grant—OEG-5-71-0067(509)

Note—216p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Economic Factors, Educational Legislation, Educational Planning, Extended School Year, Facility Utilization Research, *Feasibility Studies, Financial Policy, *High Schools, Scheduling, *School Calendars, *School Schedules, Surveys, *Year Round Schools

Identifiers—Illinois, *Valley View 45 15 Plan

This study examined the feasibility of a high school district operating under the compulsory "-Valley View 45-15 Continuous School Year Plan." Salient features of the study include reporting of three different types of secondary year-round school operations and the surveys of the local boards of education, the local community, the local high school staff, and Illinois high school principals and teacher union officers. External and internal scheduling requirements are explained and findings from the Illinois High School Association and the Illinois Teachers Retirement System are summarized. A comprehensive legislative chapter reports on Illinois year-round school legislation. A fiscal analysis study includes the fiscal implications of the secondary operation -- past, present, and future. It is concluded that a 45-15 operation at the secondary level is feasible, but that certain prerequisites must precede actual implementation and that certain operational areas must be evaluated in depth. A related document is ED 048 524. (Author)

ED 072 526 EA 004 841

Expanding Volunteers in Teaching and Learning Programs. An I/D/E/A/ Occasional Paper.

Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 72

Note—40p.; A report to the educators and school volunteer leaders based on a national seminar

Available from—I/D/E/A, Mail Orders, P. O. Box 628, Far Hills Branch, Dayton, Ohio 45419 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Involvement, Cost Effectiveness, Educational Innovation, *Individualized Instruction, *Paraprofessional School Personnel, *Public Schools, School Aides, Teacher Aides, Teaching Assistants, *Volunteers

Identifiers—*Teacher Volunteer Relationship

This report stresses the positive role volunteers can play in helping schools individualize instruction and motivate students. It discusses the need for a national and/or State organization to better coordinate volunteer activities in different areas. The report reveals some of the obstacles that make the use of volunteers difficult, discusses ways of dealing with these problems, and examines the relationship between teacher and volunteer. A definite structure is considered essential to both a successful volunteer program and to volunteer training. The report discusses the importance of a volunteer coordinator, the role of the volunteer in educational innovation, and the means by which a volunteer program could be monitored and evaluated. (DN)

ED 072 527 EA 004 842
Toward More Effective Involvement of the Community in the School. An Occasional Paper.
Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 72
Note—28p.; The report of a national seminar
Available from—I/D/E/A, Suite 300, 5335 Far Hills Avenue, Dayton, Ohio 45429 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Studies, *Community Involvement, *Community Role, Conference Reports, Parent Participation, *Public Schools, Relevance (Education), School Community Cooperation, *School Community Programs, School Community Relationship, *School Industry Relationship, Vocational Education, Volunteers
This report examines community attitudes about the schools and the extent of community involvement in the schools today. It discusses the role most traditional parent organizations have played and are playing in changing the schools. The report looks at the talent potential in the community at the local level and the crucial role the superintendent could play in helping to utilize that potential. The use of volunteers in schools is also considered. The technical facilities of business and industry are considered for potential use in vocational education. The report concludes with a summary and some recommendations on how the school and community could work together more effectively. (DN)

ED 072 528 24 EA 004 843
Foley, Walter J. Harr, Gordon G.
Management Information System Project.
Iowa Univ., Iowa City. Iowa Center for Research in School Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-9011
Pub Date 72
Contract—OEC-0-9-099011-4395
Note—430p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Budgeting, *Computer Oriented Programs, *Data Bases, Decision Making, Educational Administration, *Educational Planning, *Management Information Systems, Master Plans, Models, Resource Allocations, *School Systems, Space Utilization
Identifiers—Computerized Methods, Financial Management
The Management Information System (MIS) described in this report represents a plan to utilize modern management techniques to facilitate the goal of a learner-responsive school system. The MIS component is being developed to meet the need for the coordination of the resources of staff, facilities, and time with the long range planning and financial management efforts of the future. The report describes the project missions, to develop and construct (1) a common data base; (2) a program monitoring system; and (3) the simulation, modeling, and reporting devices for management. Included are the forms used for computer input, the program-oriented account code system, and a sample school budget. Nine appendixes present (1) the missions and goals statement of MIS, (2) a glossary of MIS terms, (3) a pupil tract area survey, (4) a classroom utilization schedule for the MIS, (5) the MIS student use of unscheduled time, (6) a pupil tract area survey (second edition), (7) the use of the master schedule in resource allocation, (8) planning facilities for student use during unscheduled time, and (9) planning an educational budget by program through financial resource allocation. (Pages 21-232 may reproduce poorly.) (Author/DN)

ED 072 529 24 EA 004 845
Follettie, Joseph F.
Alternative Designs for Educational Systems.
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.
Report No—SWRL-TR-45
Bureau No—BR-6-2865
Pub Date 14 Dec 72
Contract—OEC-4-7-062865-3073
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Decision Making, *Design, Educational Finance, *Educational Research, Individualized Instruction, *Instructional Systems, Management Information Systems, Productivity, *Relevance (Education), *School Systems, Systems Approach, Systems Concepts, Technical Reports
Identifiers—*Educational Systems
Four alternative designs for educational systems are sketched consonant with existing and potential scientific and technical knowledge and are contrasted with the prevailing generic educational system and each other. Systems are compared for relevance and productivity, for information contained in their proficiency tests, and for their capability for individualizing instruction. The set of systems is structured to aid the educational R&D decision process and therefore illustrates a framework for such decisions within a timeframe that extends from the present to a point lying one or two decades in the future. (Author)

ED 072 530 EA 004 846
School District Guidelines for the Extended School Year.
Arizona State Dept. of Education, Phoenix.
Pub Date 72
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Boards of Education, Educational Legislation, Evaluation, *Extended School Year, *Financial Policy, *Guidelines, Public Schools, *School Districts, State Aid, State Departments of Education, *State Legislation
Identifiers—*Arizona
The introduction spells out the general provisions and the district information relative to House Bill 2019, which provides a framework for districts to operate on an extended school year. Five general guidelines are then provided that give the chronological steps to be taken to implement an extended year program from letter of intent to State department assistance in evaluating the operation during its first year. The next section is given over to a 6-point guideline that concerns the financial aspects of the program implementation. Samples of application and budget forms are provided. (Author)

ED 072 531 EA 004 847
The Extended School Year. (An Information Packet.)
Arizona State Dept. of Education, Phoenix.
Pub Date 72
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Extended School Year, Guidelines, Program Descriptions, Quarter System, *School Calendars, *State Legislation, Trimester Schedules, *Year Round Schools
Identifiers—*Arizona, Needs Assessment
This document discusses the rationale for the extended school year (ESY) and describes the basic types of extended school year plans. It presents Arizona legislation relative to the extended school year and outlines the State Board of Education policy. An extensive annotated bibliography lists books, pamphlets, articles, reports, bibliographies, and filmstrips on the subject. To provide the basic information to citizens, board members, teachers, and administrators, the document presents general questions and answers about the extended school year and suggests specific questions that should be answered before implementing a program. The presentation is appended with a model for committee study for ESY, a model for needs assessment for ESY, and samples of ESY calendars. (DN)

ED 072 532 EA 004 859
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Volume IIB: Case Studies and Case Study Summaries. Final Report.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No—AAI-72-88
Pub Date 22 Dec 72
Contract—OEC-0-71-3714
Note—204p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Career Opportunities, *Case Studies, Communication Skills, Educational Change, Educational Innovation, Federal Programs, Interagency Cooperation, Objectives, Organization, *Program Descriptions, *Pupil Personnel Services, Recruitment, Resource Allocations, Selection, *Special Education, *Teacher Educator Education
Identifiers—*National Center Improvement Educational Systems, NCIES, Teacher Corps
Included are reports on seven case studies that identify the strategies used by projects to accomplish their goals and the context surrounding the change process in each project. The case studies are summarized in a final section and are organized around goals; organization and management; communicating skills and knowledge to trainees; trainee selection, screening, and recruitment; establishing relations with Local Education Agencies (LEAs); and utilizing resources of the Institution of Higher Education (IHE). The seven projects reported on in depth are (1) the Special Education Program at Hermosa State University, (2) Johnston Special Education Project at Van Buren, (3) Atlantica Training Teacher Trainers Project, (4) Pupil Personnel Services at Ocmulgee State University, (5) Training of Teacher Trainers Project at the University of Riceville, (6) Career Opportunities Program at Sussex, North Monroe, and (7) Teacher Corps at West Kingsland University. (Author/EA)

ED 072 533 EA 004 863
Leeper, Robert R., Ed.
A Man for Tomorrow's World.
Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 70
Note—91p.; Papers presented at Association for Supervision and Curriculum Development Annual Conference. (25th, San Francisco, California, March 14-18, 1970)
Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. (NEA Stock Number: 611-17838, $2.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Affective Behavior, Cultural Interrelationships, *Curriculum Development, *Curriculum Planning, Educational Accountability, Educational Change, *Educational Philosophy, Ethnic Groups, *Futures, *Humanization, Open Education, Political Socialization, Relevance (Education), Self Actualization, Social Influences, Social Responsibility, Teacher Education, Western Civilization
The first part of this publication is given over to three major papers that emphasize the present and urge consideration of the problems and challenges of man's future. In "Education for Genuine Community," Samuel D. Proctor emphasizes the need to strive for a new momentum toward community as a possible solution to societal problems. Theodore Roszak, in "Educating Contra Naturam," argues for the conception and implementation of new understandings of the realities of the institution of organized education. Alexander Frazier reviews the quest of a generation of school people for an instructional program that might be conceived as adequate for "the grand curriculum" that is life itself, in "Here and Now: Points of Decision in the Quest for a New Curriculum." The second part of the publication consists of two papers adopted for study and action at the 1969 and 1970 ASCD conferences and which represent official statements of that organization -- "The Generation of New Understandings: a Program of Study and Action" and "The Quality of Life and Society in the United States." (Author/EA)

ED 072 534 EA 004 864
Saylor, J. Galen, Ed.
The School of the Future -- Now.
Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 72
Note—136p.; Prepared by ASCD Council on Continuous Education
Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. (Stock Number: 17920, $3.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Community Involvement, *Continuous Learning, Curriculum Design, *Curriculum Planning, Early Childhood Education, *Educational Change, Educational Improvement, Ele-

mentary Schools, *Futures, High Schools, *Humanization, Individualized Instruction, Individual Needs, Middle Schools, Open Education, Parent Participation, Relevance (Education), Student Participation

The conference provided the medium within which the views and recommendations of outstanding authorities among teachers, administrators, and college personnel could be formulated and disseminated to the profession concerning what kinds of schools this nation needs for the education of children from two to adulthood. In the first speech, Richard L. Foster analyzes institutional structures, program and curriculum patterns, teaching methods, and human relationships that militate against the full measure of individual development that should characterize the schools. Milly Cowles pictures the kinds of schooling needed for infants; Charles A. Blackman, for later childhood; Donald H. Eichhorn, for the emerging adolescent; and Mark Shedd, for the adolescent and young adult. Jack R. Frymier puts it all together for a total program of education for tomorrow -- ages two to young adulthood. William M. Alexander discusses ways in which school systems should work with their individual communities to bring about the schools of the future and details the processes that will involve all concerned persons in the community in the development of the kinds of schools needed now. (Author/EA)

ED 072 535 EA 004 865

Leeper, Robert R., Ed.

Curriculum Change: Direction and Process.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 66

Note—66p.; Speeches presented at Association for Supervision and Curriculum Development Annual Conference (21st, San Francisco, California, March 12-17, 1966)

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (NEA Stock Number 611-17698, $2.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Behavior Change, Conference Reports, *Curriculum Development, *Curriculum Planning, *Educational Change, Educational History, Educational Improvement, Educational Innovation, Educational Philosophy, Educational Resources, Educational Theories, *Futures, *Humanization, Self Actualization, Self Concept

Four conference presentations in this report provide insights into and understandings of both the process of curriculum change and the direction that such change should take. Professor John I. Goodlad, in the first address, urges the development of a "humanistic curriculum." In the second presentation, Dr. William G. Hollister, a mental health authority, tells how to use traditional subject matter fields to achieve not only cognitive objectives, but also objectives in the affective domain, thereby more fully developing the humane characteristics of children. Professor Harry S. Broudy, an educational philosopher, points out the factors that must be included in a unified theory of education and takes the position that the lack of such a theory of education has in the past prevented development of a humanistic curriculum. In the last presentation, Professor Ronald Lippitt, an authority on the process of planned change, discusses a model for bringing about change in the curriculum. He analyzes six phases of the change process and illustrates these changes in detail by describing the steps that a curriculum change agent might take in developing new programs of education. (Author/JF)

ED 072 536 EA 004 866

Unruh, Glenys G., Ed. Leeper, Robert R., Ed.

Influences in Curriculum Change.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 68

Note—122p.; Papers presented at ASCD Commission on Current Curriculum Developments Conference (New York, N.Y., December 2-3, 1966)

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.25)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Art Education, Behavior Change, Cognitive Processes, *Curriculum Design, *Curriculum Development, Economic Factors, Educational Environment, *Educational Philosophy, *Futures, Health Education, Humanization, Individualized Programs, Music Education, Psychoeducational Processes, Social Sciences, *Units of Study (Subject Fields), Vocational Education

Identifiers—Disclosure Models

This report contains conference addresses that (1) deal with social and psychological forces influencing curriculum change and (2) discuss actual changes now taking place in a number of subject fields. Insights into the forces acting on the curriculum are presented by the authors of Part I. Arthur W. Foshay challenges educators to recognize the legislative, social, economic, and scientific forces working on curriculum and the school. William A. Bricker points to the contributions of the Skinnerian concept of reinforcement and shaping to our understanding of the process of learning. Donald Snygg contrasts the shaping concept with the concept of the cognitive field theory of learning in which learning is seen as an active process of search and discovery. Dwayne Huebner examines the relationship between the psychology of learning as presented by two theorists representing contrasting schools of thought and the implications of learning theories for curriculum building. William M. Alexander draws on these ideas to make predictions for the schools of the future. Part II contains papers issuing from seminars in the subject areas of art, music, vocational education, social sciences, and health and physical education. (Author/JF)

ED 072 537 EA 004 868

Learning Through Student Activities. New Directions: New Dimensions Series.

Kentucky State Dept. of Education, Frankfort. Office of Curriculum Development.

Pub Date 72

Note—72p.

Available from—Coordinator of Curriculum Development, Kentucky State Department of Education, State Office Building, Frankfort, Kentucky 40601

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Art Activities, *Cocurricular Activities, Cross Age Teaching, *Decision Making, Dramatics, *Educational Innovation, Elementary Schools, Enrichment Programs, Group Guidance, High Schools, Intramural Athletic Programs, Junior High Schools, Museums, *Program Development, Student Government, *Student Participation

Identifiers—*Informal Learning

The offerings in this publication reflect a new movement toward conceptualizing the student activities program as a valid source of learning that transpires informally within the total school situation. The experiences reported herein provide evidence that the learnings to be acquired through student activities should no longer be considered supplemental to the formal program of studies, but should rather be viewed as complementary and essential to the full implementation of the goals of the school. Sixteen activity-oriented programs launched by enterprising teachers, students, and/or administrators are described that demonstrate a new commitment to the importance of involving teachers and students in the decisionmaking process. (Author/EA)

ED 072 538 EA 004 869

The Development of a Model State Data Analysis Plan (SDAP). (Phase I.) Part I: Overview and Detailed Developmental Process.

Scientific Educational Systems, Inc., Silver Spring, Md.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus.

Pub Date 31 Dec 71

Note—56p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Data Analysis, Development, Educational Administration, Educational Planning, Educational Programs, Information Sources, *Information Systems, Management Information Systems, *Models, Program Administration, *Program Development, State Departments of Education, *Statewide Planning, Systems Development

Identifiers—SDAP, *State Educational Agency Data Analysis Plan

This document is the first part of a 3-part report on the development of a generic State Educational Agency Data Analysis Plan. It contains an overview of the entire effort and the resulting products and discusses how these products can be used by State education agencies (SEAs) as a model for their own development of specific data analysis plans. It also contains a detailed description of the developmental process that was followed in this effort. This latter product is intended to serve as a general guide to SEA personnel interested in either a further extension of the current products or an independent development of data analysis plans for their SEAs. Related documents are EA 004 870 and EA 004 871. (Author)

ED 072 539 EA 004 870

The Development of a Model State Data Analysis Plan (SDAP). (Phase I.) Part II: The Model I SDAP.

Scientific Educational Systems, Inc., Silver Spring, Md.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus.

Pub Date 31 Dec 71

Note—102p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Data Analysis, Educational Administration, Educational Planning, Educational Programs, Evaluation Techniques, Information Sources, Information Systems, Management Information Systems, *Models, *Program Administration, *State Departments of Education, *Statewide Planning

Identifiers—SDAP, *State Educational Agency Data Analysis Plan

This document is the second part of a 3-part report on the development of a generic State Educational Agency Data Analysis Plan (SDAP). It contains the SDAP-model I, the major product of the study. The model consists of a set of analysis statements directed at defining answers to a series of questions pertinent to the management of SEA programs. The SDAP itself is presented in a series of tables containing (1) the questions derived through the study for each of 15 programs found common to the two SEA's studied; (2) the suggested data analysis to provide the answer sought; and (3) the probable source of the data required for analysis (these sources include both State and Federal data streams.) A description of what each of these elements is and how the plan can be utilized within the context of the SEA data analysis concepts is also presented. Related documents are EA 004 869 and EA 004 871. (Author)

ED 072 540 EA 004 871

The Development of a Model State Data Analysis Plan (SDAP). (Phase I.) Part III: The SDAP Data Compendium.

Scientific Educational Systems, Inc., Silver Spring, Md.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus.

Pub Date 31 Dec 71

Note—351p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Data Analysis, *Data Bases, Educational Administration, Educational Planning, *Educational Programs, *Information Sources, Information Systems, Management Information Systems, Program Administration, State Departments of Education, *Statewide Planning

Identifiers—SDAP, *State Educational Agency Data Analysis Plan

This document is the third part of a 3-part report on the development of a generic State Educational Agency Data Analysis Plan (SDAP). It consists of a compendium of data available by program within the studied State education agencies. The compendium provides a direct comparison of the information elements that are available by program in the two SEAs and in the Federal/State data system. These comparisons from a partial basis for the SDAP tables, since the data availability was used as a direct indication of where a given type of data or information could be found at the SEA level. This part also contains explanations of the tabular presentations and of special notations used in these presentations. It also briefly defines the relationship of this compendium or a similar SEA-specific one in the utilization of the SDAP - Model I by other

SEAs. Related documents are EA 004 869 and EA 004 870. (Author)

ED 072 541 EA 004 874
Blaschke, Charles
Use of Incentive Project. Final Evaluation Report.
Education Turnkey Systems, Inc., Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—EDTUSY-72-1-120
Pub Date 1 Jul 72
Contract—OEC-0-71-4768
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Change Agents, Educational Experiments, *Incentive Systems, Mathematics Instruction, *Parent Attitudes, *Parent Role, Parent School Relationship, Parent Teacher Cooperation, Program Evaluation, Reading Skills, *Teacher Attitudes, *Teacher Motivation, Teacher Responsibility, Teacher Role, Teaching Techniques

Four school districts were identified and selected to participate in the incentive project. One school each in Duval County, Florida; San Antonio, Texas; Cincinnati, Ohio; and Oakland, California was selected as an implementation site for either the teacher model of the teacher/parent model. Contracts were drafted for each site for payment of incentives to teachers and/or parents. This report evaluates the success of the project in general and at each of the sites in an attempt to synthesize the results into some generalizations about the impact of the Project as a change agent separate from its impact on results. General conclusions drawn by the evaluators indicate that the change process impact of the project is largely a function of (1) local environment, (2) pay scales, (3) school site administration and management styles, and (4) geographic characteristics. Differences in models – i.e., "parent/teacher" vis-a-vis "teacher" did not seem to have as much effect as did the above factors. An analysis of hypotheses for each site is also included. Related documents are EA 004 804 and EA 004 875. (Author/JF)

ED 072 542 EA 004 875
Blaschke, Charles
Use of Incentives Project. Final Report.
Education Turnkey Systems, Inc., Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—EDTUSY-72-2-120
Pub Date 31 Jul 72
Contract—OEC-0-71-4768
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Change Agents, Cost Effectiveness, *Costs, Educational Experiments, *Incentive Systems, Mathematics Instruction, Parent Attitudes, *Parent Role, Parent School Relationship, *Program Evaluation, Reading Skills, Teacher Attitudes, Teacher Motivation, Teacher Responsibility, *Teacher Role, Teaching Techniques

This report, a supplement to a previous report, presents final evaluation material on the success of the USOE incentives project. Either a teacher model or a teacher/parent model was implemented at a school in each of four sites -- Duval County, Florida; San Antonio, Texas; Cincinnati, Ohio; and Oakland, California. The report describes final site and teacher activities; presents a cost analysis of school, teacher, and parent resources; and discusses policy implications and incentive model variations. The report analyzes the impact of the project as a change agent as well as evaluates project results. Policy implications of the results are presented for Federal, State, and local levels. An appendix contains detailed analysis worksheets showing the calculations for the per-pupil costs of school resources for both control and experimental schools in the project. Related documents are EA 004 804 and EA 004 874. (JF)

ED 072 543 24 EA 004 876
Chabotar, Kent J. Montgomery, Stephen H.
Second Year Evaluation of an American Management Association Pilot Program: Adapting and Testing Business Management Development Programs for Educational Administrators. Evaluation Report.
Syracuse Univ., N.Y. Maxwell Graduate School of Citizenship and Public Affairs.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-0-0793
Pub Date Aug 72
Grant—OEG-0-70-5073
Note—619p.; Public Administration Programs
EDRS Price MF-$0.65 HC-$23.03
Descriptors—*Administrative Personnel, Decision Making, Educational Experiments, Evaluation, Interviews, *Leadership Training, *Management Development, Management Education, Objectives, Organizational Change, Organizational Climate, Pilot Projects, *Planning, School Districts, *State Departments of Education
Identifiers—American Management Association

This report presents a 2-year, longitudinal evaluation of the effects of a major training program on two State Educational agencies and four local educational agencies. The program was designed to improve the process of organizational planning in educational systems. The evaluation procedure involved interviewing top administrators who underwent training four times over a 2-year period. Questionnaires were administered to these and to 40 additional key personnel. Additionally, an analysis was conducted of documents and samples that were produced through the training program and of the extent to which they were implemented. Assessed were 429 measures, including 133 measures of written documents produced through the training program and 296 produced through interviews/questionnaires. The achievement of the training program as evidenced by written documents proved to be only modestly successful. An assessment of the 296 interview/questionnaire measures found that in 36 cases the program in organizational planning had produced negative effects, in 222 cases it had produced no effects, and 38 cases positive effects. The findings indicated that as a result of the training program, top administrators and key decisionmakers at both the State educational agency level and at the local educational agency level did not, in general, change either their beliefs about organizational planning or their perceptions of how planning might be pursued by the organization. (Author/JF)

ED 072 544 EA 004 877
McGrady, Donna S.
Open Space Elementary Schools: An Annotated Bibliography.
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
Pub Date Jan 73
Note—24p.
Available from—Curriculum Research and Development Center, Jamison Hall, School of Education, Indiana State University, Terre Haute, Indiana 47809 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Building Design, *Classroom Furniture, *Elementary Schools, Literature Reviews, Newsletters, *Open Plan Schools, Research, *School Architecture, Space Utilization

This bibliography brings together most of what has been written about open space elementary schools since 1968. The citations are categorized as (1) general, (2) research, (3) schools, (4) furniture, (5) newsletters, or (6) bibliographies. Articles and bound materials are entered alphabetically in the most appropriate section. No attempt was made to include literature dealing with the educational programs that may take place in open space. Prices and addresses have been included when applicable. (Author)

ED 072 545 EA 004 880
Glennon, Thomas K., Jr.
National Institute of Education: A Personal View.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date 26 Feb 73
Note—17p.; Speech given before American Educational Research Association Annual Meeting. (58th, New Orleans, Louisiana, February 26-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, *Educational Development, Educational Objectives, *Educational Practice, *Educational Research, Educational Researchers, Field Studies, Information Utilization, Interprofessional Relationship, Leadership, Political Influences, Problem Solving, Program Evaluation, *Research Utilization, Scientific Principles, Social Problems, Speeches
Identifiers—*National Institute of Education, NIE

The dilemmas faced by the educational research community generally raise important implications for the new National Institute of Education. Pressing social problems require immediate solution, however, demands for immediate results in the complex problem areas of education may lead to incompletely conceived programs and sloppy scholarship. Related dilemmas include achieving a reasonable balance between long- and short-term research, determining appropriate means to insure that educational practice reflects important R&D findings, developing a true collegial relationship between education researchers in the field and members of the NIE staff, gaining credibility among the variety of constitutencies that NIE serves, finding ways to capitalize on dismal evaluation experiences, and making realistic assessments of educational goals. Hopefully, NIE will promote continuity, openness, and diversity in educational research and development and, at the same time, will help to avoid a headlong rush toward simplistic solutions to ill-understood problems. A related document is EA 004 881. (JH)

ED 072 546 EA 004 881
The National Institute of Education. A Brief Outline of Its History, Status, and Tentative Plans.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date 23 Feb 73
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, *Educational Development, Educational Planning, *Educational Practice, *Educational Research, Equal Education, Federal Legislation, Field Studies, History, Information Dissemination, Organization, Program Evaluation, Program Planning, Research, Research Problems, *Research Utilization, Student Behavior
Identifiers—*National Institute of Education, NIE

The first of this document's three major sections describes the history and rationale behind legislative and executive action that led to the creation of NIE. The second section outlines the tentative status of the four major program planning efforts at NIE. These programs are (1) the visiting scholars program; (2) the basic studies program, which includes funding for both field-initiated and exploratory studies; (3) the research development and utilization program, aimed at strengthening the R&D system and improving the links between research and practice; and (4) the programmatic research and development program, which is divided into the seven general categories of relationships between learning and work; school-based experiments; curriculum development; personnel, organization, and management; post-secondary education; early learning; and minority concerns. The final section describes the current organizational and staffing structure of NIE. A related document is EA 004 880. (JH)

ED 072 547 EA 004 883
Stoner, Nikole And Others
The Commuting Urban Student: Characteristics, Patterns, and Preferences.
Auraria Higher Education Center, Denver, Colo.
Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; Office of Education (DHEW), Washington, D.C. Div. of Academic Facilities.
Pub Date Aug 72
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Campus Planning, Cocurricular Activities, *Commuting Students, Educational Environment, Facility Requirements, *Higher Education, Interinstitutional Cooperation, *Planning (Facilities), Questionnaires, Space Utilization, Student Attitudes, Student Characteristics, Student Needs, Student Opinion, *Urban Education, Urban Schools
Identifiers—Nonacademic Facilities, *Shared Facilities

The study project aimed at providing planners of the Auraria Higher Education Center with insights and guidelines on which to base their decisions relative to the inclusion of nonacademic services and facilities. A questionnaire, sent to a random sample of the students, probed for student characteristics; students present use of nonacademic space; and the use they would make of nonacademic space were it to be made available at Auraria. The study results indicated that

the Auraria student body, present and projected, is quite sharply different from the student body of the traditional, nonurban-residential college, and that the students recognize their different nature and different needs in some respects, but in others are inclined to blur their distinctive urban, commuting student needs into a conventional generalized picture of the "college student." It was concluded that planners have, therefore, a reasonably solid base of knowledge of the characteristics of these students, but a less solid base of knowledge of their needs in nonacademic areas. Therefore, they must proceed incrementally with the provision of nonacademic services and facilities, providing first those that are most urgently needed by reason of both logic and stated student preference, and proceeding in cautious phases to others lower in the clear-need, known-need hierarchy. (Author/MLF)

ED 072 548 EA 004 884
Site Planning: Auraria Higher Education Center.
Auraria Higher Education Center, Denver, Colo.; Kelsey (Lamar) and Associates, Colorado Springs, Colo.
Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.
Pub Date Feb 71
Note—116p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Architectural Character, Building Conversion, *Campus Planning, Consortia, Construction Costs, Facility Requirements, *Land Use, *Master Plans, *Site Analysis, *Site Development, Site Selection, Traffic Circulation, Urban Education, Urban Renewal, Urban Schools, Zoning
Identifiers—Form Generators, Historical Landmarks, *Shared Facilities
This book presents the site master plan for the Auraria Higher Education Center, which is dedicated to the offering of an urban-oriented program in higher education and is made up of three institutions -- the Denver Center of the University of Colorado, Metropolitan State College, and the Community College of Denver located on a single site in the heart of the Denver metropolitan area. The site master planning is seen as being the key element leading to the development of a total facility that will provide an effective functional and an inspiring visual environment for the Auraria Higher Education Center. This report presents detailed text and illustrations in connection with the longrange site master plan. Information is included relative to building zones; health, physical education, and recreation/environmental zones; and parking zones. Plans also show street networks, mass transit, pedestrian circulation, energy distribution, expansion potential, and preliminary cost estimates and time schedules. A related document is EA 004 883. (Photographs and charts may reproduce poorly.) (Author/MLF)

ED 072 549 EA 004 885
The Status and Role of Lunchroom Aides in Selected New York State School Districts. Phase Two of a Continuing Study -- School Paraprofessionals: Roles and Job Satisfactions.
New York State Education Dept., Albany. New York Research Coordinating Unit.; State Univ. of New York, Ithaca. Agricultural Education Div. at Cornell Univ.
Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.
Pub Date Feb 70
Note—43p.
Available from—Bureau of Occupational Education Research, New York State Education Department, Albany, New York 12224 (No price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Practices, *Food Service Workers, Job Satisfaction, *Lunch Programs, *Nonprofessional Personnel, *Paraprofessional School Personnel, Participant Characteristics, Questionnaires, Role Perception, Tables (Data), Work Environment
Identifiers—*Lunchroom Aides
In the first phase of this study (see ED 040 133), data revealed that lunchroom aides constituted the largest category of paraprofessionals in both paid and voluntary respects. Inasmuch as the lunchroom aide was found to be the most common paraprofessional, the decision was made to study this type of paraprofessional in depth. Questionnaires were sent to principals, all lunchroom aides, and 25 percent of the teachers in 150 randomly selected schools qualified for inclusion in the study based on the use of three or more lunchroom aides working in the building. The response rate constituted 89.3 percent of the total requested. Survey results are provided in tables and texts under the headings (1) profile of lunchroom aides, (2) working environment of the lunchroom aide, (3) participants' perceptions of lunchroom aides job, (4) lunchroom aide employment procedures and policies, and (5) lunchroom aides' perceived and preferred roles. (Author/MLF)

ED 072 550 80 EA 004 886
Twelve Small California Schools.
California State Dept. of Education, Sacramento. Bureau of School Planning.
Pub Date 69
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Building Plans, Educational Objectives, Educational Specifications, *Elementary Schools, Environmental Influences, Facility Requirements, Flexible Facilities, Geographic Location, Maps, *Planning (Facilities), *School Design, School Location, *Small Schools
Identifiers—California, Elementary Secondary Education Act Title V, ESEA Title V
Photographs, building plans, location maps, site plans, and descriptive material for 12 small elementary schools are presented in this publication. The plans presented cover physical facilities of the type and quality that are required for the successful operation of the educational programs offered by small schools. Each of these plans reflects (1) the efforts made by those responsible for the educational program to acquaint the planning consultant with the program; (2) the effort made by the planning consultant to secure the type and quality of facilities needed for the effective and efficient operation of an educational program; and (3) the effort made by the architect to provide the facilities needed to produce an overall design that creates a wholesome learning environment for pupils--one that contributes toward the betterment of the environment in the area served by the school. (Photographs may reproduce poorly.) (Author)

ED 072 551 EA 004 887
Gilliland, John W.
School Carpet: Guide to Selection and Care.
Florida Univ., Gainesville. Center for Educational Facilities.
Pub Date Jun 72
Note—69p.
Available from—John W. Gilliland, Room 258, Norman Hall, College of Education, University of Florida, Gainesville, Florida 32601 ($2.00, check payable: Educational Facilities)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Carpeting, Cleaning, Consumer Education, *Cost Effectiveness, Custodian Training, Equipment Standards, Floor Layers, Guidelines, *Maintenance, *Merchandise Information, Open Plan Schools, *Performance Specifications, Purchasing, Repair, School Environment, School Maintenance
Information regarding the selection and care of carpeting is needed by educational leaders, maintenance personnel, and carpet manufacturers. Serious problems are developing along with the use of carpeting. The selection and maintenance of carpet are important problem areas. To help meet the need for more information regarding the maintenance of carpet, data were collected from 75 school attendance centers in seven States. Approximately 56 acres or 2,433,000 square feet of carpeting were included in the study. Data were collected from school centers located in Alabama, Florida, Georgia, Kentucky, New York, Tennessee, and Texas. Information regarding the use of carpet in schools was based on data that were collected on the spot in the 75 buildings and on the results of interviews with administrators, teachers, and maintenance workers to discover what methods worked. (Author/MLF)

ED 072 552 EA 004 888
Profile Rating Wheel: An Instrument To Evaluate School Facilities. Revised Edition.
California State Dept. of Education, Sacramento. Bureau of School Planning.
Pub Date 72
Note—17p.
Available from—California State Department of Education, Bureau of School Planning, 721 Capitol Mall, Sacramento, California 95814 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acoustical Environment, Architectural Character, Architectural Programing, Controlled Environment, Educational Equipment, Educational Finance, Educational Specifications, *Evaluation Techniques, *Facility Requirements, Lighting, *Performance Criteria, Planning (Facilities), *Profile Evaluation, *Rating Scales, School Maintenance, Site Selection, Space Utilization
This document is designed to inform architects and school administrators of performance standards for new school construction. It can determine the worth of design proposals during the preliminary design stage and assist in evaluating existing schools. Evaluators can rate buildings against certain criteria in each of ten categories on the scale of ten points. These points are then totaled for each of ten major categories -- planning, finance, site, space, light, heat/air, sound, aesthetics, equipment, and maintenance -- and the rating for each category transferred to the wheel in the form of a dot on a graph. When the wheel graph has been marked for each category, the dots are connected and the resulting geometric shape is the building's rating. (Author)

ED 072 553 EA 004 889
Portable School Buildings.
California State Dept. of Education, Sacramento. Bureau of School Planning.
Pub Date 69
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acoustical Environment, Architectural Character, Building Design, Cost Effectiveness, Design Needs, Enrollment Trends, *Evaluation Criteria, Flexible Facilities, *Mobile Classrooms, *Performance Specifications, *Planning (Facilities), Prefabrication, *Relocatable Facilities, Safety, Space Utilization, State Laws, Thermal Environment, Visual Environment
This booklet is intended to inform school district officials, school planners, and manufacturers of the Bureau's criteria for adequate housing. Part 1 discusses the portable classroom impact, presents data about portable classrooms, and states the Bureau's policy regarding portables. Part 2, performance specifications, is presented to clarify the State's recommendations for manufacturers. Part 3 contains an evaluation questionnaire keyed closely to the performance specifications for manufacturers and potential clients to use in rating a transportable building against the minimum design standards and in identifying design deficiencies. Part 4, problems of compliance with Title 21, consists of a series of questions dealing with manufacturers' compliance with State codes answered by the State attorney general. Part 5 contains the procedures for acquiring portable buildings. (Author)

ED 072 554 EA 004 890
California State Board of Education Guide for Determining "Earthquake Unsafe" School Buildings.
California State Dept. of Education, Sacramento. Bureau of School Planning.
Pub Date 72
Note—15p.
Available from—California State Department of Education, Bureau of School Planning, 721 Capitol Mall, Sacramento, California 95814 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Responsibility, Boards of Education, Building Obsolescence, Engineering Technology, *Guides, Operating Engineering, *Safety, *School Buildings, School Districts, School Improvement, State Laws, *State Standards, *Structural Building Systems
Identifiers—California, Structural Survey Reports
This guide is intended to help members of school district governing boards understand more clearly their responsibilities and how to obtain sufficient factual information regarding existing unsafe school buildings. The first part provides an outline of procedures that members of the school district governing board should follow when obtaining structural survey reports and cost esti-

mates. It also contains information that a governing board should use as a basis for its decision on whether a school building should be reconstructed or replaced. The second part contains an explanation of structural engineering requirements for school buildings. It has been included to assist governing boards in understanding the responsibilities and concerns of an architect or a structural engineer who examines a school building and submits a structural survey report stating that the building is either "safe" or "unsafe." The third part of the guide presents a review of the current legal requirements regarding pre-1933 (Field Act) school buildings. (Author)

ED 072 555 EA 004 891
Guide for the Development of a School District Long-Range Comprehensive Master Plan.
California State Dept. of Education, Sacramento. Bureau of School Planning.
Pub Date 72
Note—38p.
Available from—California State Department of Education, Bureau of School Planning, 721 Capitol Mall, Sacramento, California 95814 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Census Figures, Community Zoning, Educational Objectives, Enrollment Projections, Evaluation Techniques, *Facility Requirements, *Facility Utilization Research, Guides, *Master Plans, *Planning (Facilities), School Community Relationship, School Demography, *School Districts, Systems Approach
Identifiers—California
This document (1) provides information and guidelines to California school districts in organizing and developing a comprehensive planning effort; (2) helps districts view a total educational system and use a systems approach to planning and problem solving; and (3) specifically helps school districts applying for State school building aid funds in satisfying the legal requirements. Suggested in this guide are some basic requirements, planning processes, and personnel involvement necessary for the development of an ongoing developmental plan. The material is presented under (1) educational program, (2) educational facilities, (3) demographic study, (4) implementation plan, and (5) evaluation plan. (Author/MLF)

ED 072 556 EA 004 898
Harris, Sam P.
State Departments of Education, State Boards of Education, and Chief State School Officers -- Including Reference to Legally Created Statewide Coordinating Agencies for Higher Education.
Office of Education (DHEW), Washington, D.C.
Report No—DHEW-OE-73-07400
Pub Date 73
Note—247p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 ($2.85 or $2.50 GPO Bookstore)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Administrative Personnel, Administrator Selection, Board of Education Policy, *Chief Administrators, Educational Legislation, Governance, *Higher Education, Interagency Coordination, Organization, *State Boards of Education, *State Departments of Education, *Statewide Planning, Superintendents, Tables (Data)
This report is an updated version of an earlier report -- State Education: Structure and Organization. It is designed for use by State education agency personnel, by Office of Education staff concerned with providing leadership or services to the several States in improving the education enterprise, by national education organizations, by students of State school administration, and by other individuals and organizations. This work is primarily concerned with the present overall administration and organization of the central education agencies in the 50 States, the District of Columbia, American Samoa, Guam, the Commonwealth of Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. The compilation contains a description of the legally created State coordinating or governing agency for public higher education and narrative and tabular summaries of pertinent data of the State education agencies, State boards of education, and chief State school officers. (Author)

ED 072 557 EA 004 907
Flanigan, Jean M.
Estimates of School Statistics, 1972-73.
National Education Association, Washington, D.C. Research Div.
Report No—NEA-RR-72-R12
Pub Date 73
Note—35p.
Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. (Stock No. 435-25514, $1.50, Quantity Discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Average Daily Attendance, Boards of Education, *Educational Finance, Enrollment, *Expenditures, High School Graduates, Instructional Staff, Population Distribution, Public School Systems, School Districts, *School Statistics, School Superintendents, State Surveys, *Statistical Surveys, Student Enrollment, Students, *Tables (Data), Teacher Salaries
This report, the 31st in a series, presents public school statistics for the 50 States, the District of Columbia, and the regions and outlying areas of the United States. It include estimates of the administrative organization, pupils, high school graduates, professional staff and salaries, and revenues and expenditures. The text presents national data for each of the past 10 years and defines the basic series of statistics. Tables present the revised estimates by State and region for 1971-72 and the preliminary estimates for 1972-73. A related document is ED 060 528. (Author)

ED 072 558 EA 004 917
Shapiro, Frieda S.
Teacher Tenure and Contracts. A Summary of State Statutes.
National Education Association, Washington, D.C. Research Div.
Report No—NEA-RR-72-R11
Pub Date 72
Note—109p.
Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. (Stock No. 435-25512, $2.75, Quantity Discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Contracts, Educational Legislation, Job Tenure, School Law, *School Personnel, State Laws, *State Legislation, *State Surveys, *Teacher Employment, *Tenure
This report contains a State-by-State summary of statutory tenure provisions for teachers and other school personnel. In those States where tenure legislation is not Statewide, or where no tenure laws have yet been passed, other statutory provisions that bear on the duration of employment have been summarized. All reported enactments through September 30, 1972 are included and citations to appropriate State codes are given. A tabular listing shows the type of tenure and contract provisions in effect in each State. A related document is ED 050 459. (JF)

ED 072 559 EA 004 922
Hanson, Mark
Organizational Feedback as a Factor of Educational Change.
Pub Date Feb 73
Note—38p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Lousiana, February 26-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Board of Education Role, *Educational Change, Educational Objectives, *Feedback, Graduate Surveys, Information Dissemination, Information Needs, *Input Output Analysis, *Management Information Systems, Models, School Industry Relationship, *School Organization, Speeches, Standardized Tests, State Boards of Education, Urban Schools
Identifiers—Generic Organizational Model
This paper represents the findings of a field study designed to examine the management information system of an urban school district to determine the role it plays in (1) bringing about educational change in the classroom, and (2) drawing the district into a closer balance of systems bond with those organizations that receive and depend on the manpower output of the high school. The MIS as a type of "guidance system" for change is made up of three specific information loops and a control mechanism, which acts on the information. It was found that the most respected school district studied had no operative MIS, although a number of the important components were present but were continually breaking down. Through a series of propositions, the author points out the character of the organizational forces that exclude the existence of a functioning MIS and therefore greatly reduce the possibility of systematic change in the high school. (Author)

ED 072 560 EA 004 935
Dupuis, Mary M., Ed. Mitzel, Harold E., Ed.
Curriculum Development. Report of a Planning Conference for the NIE Planning Unit (Washington, D.C., December 17-18, 1971).
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Report No—NIE-C103
Bureau No—BR-1-7059
Pub Date Dec 71
Grant—OEG-0-71-3636(515)
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Curriculum Development, *Curriculum Planning, *Curriculum Research, *Educational Change, Educational Development, Educational Planning, Federal Aid, Government Role, Learning
Identifiers—*National Institute of Education, NIE
This publication reports conference discussions concerning the rationale and strategies for curriculum development and its relation to learning research, school operations, educational and social reform, and curriculum implementation. The discussions examine the current role of the Federal Government in curriculum development and offer suggestions for the future role of the government. Suggested are some particular experiments for curriculum development and some initiatives to investigate the context in which curriculum development takes place. A related document is EA 004 936. (DN)

ED 072 561 EA 004 936
Dupuis, Mary M., Ed. Mitzel, Harold E., Ed.
The Role of Evaluation and Assessment Within the National Institute of Education. Report of a Planning Conference for the NIE Planning Unit (Washington, D.C., January, 1972).
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Report No—NIE-C107
Bureau No—BR-1-7059
Pub Date Jan 72
Grant—OEG-0-71-3636(515)
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agency Role, *Conference Reports, *Education, *Educational Planning, Educational Problems, Educational Research, *Evaluation, Evaluation Needs, *Government Role, Research Methodology
Identifiers—Assessment, *National Institute of Education, NIE
This publication reports conference discussions covering some specific problems that confront education, several general and specific problems within research and evaluation, and several organizational and functional characteristics of the research community and the National Institute of Education that may be expected to affect the quality of their interaction. Specific educational problems discussed include those concerning disadvantaged students and maintenance of the quality of education for all students. Some more specific educational issues such as what evaluation should measure are also discussed. A related document is EA 004 935. (Author/DN)

EC

ED 072 562 EC 050 876
Gensley, Juliana Townsend
Teaching Gifted Children Literature in Grades One through Three.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 72
Note—20p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Objectives, *Exceptional Child Education, *Gifted, Intellectual Development, *Literature, *Primary Grades, Thought Processes

Intended for teachers, administrators, and consultants, the booklet discusses purposes and objectives of teaching literature to gifted students in grades 1-3. Literature is seen as the heritage of important ideas in writing, and the purpose of the primary level gifted child's study of literature is defined as primarily the accumulation of ideas. Described is how literature can develop and clarify the student's concepts as he becomes aware of various points of view, and teach him to see relationships, make generalizations, and develop convergent thinking and understanding. Examples of how to teach children to read for ideas are given. Examined is how the study of literature develops both the communication skills (listening, speaking, reading, writing) and higher intellectual skills such as divergent and evaluative thinking. Study of literature is shown to also promote creativity in gifted students. Suggested reading includes books for both teachers and gifted primary children. (KW)

ED 072 563 EC 050 877

Clifford, Thomas

Teaching Gifted Children Literature in Grades Four through Six.

California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 72

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Objectives, *Exceptional Child Education, *Gifted, Intellectual Development, *Intermediate Grades, *Literature, Teaching Guides

The booklet is intended to assist teachers in developing literature units of study that will enable the gifted student in grades 4-6 to better understand the different kinds of reading material, the human condition, and himself as a person. Following the explanation of the objectives and principles of literature study, different genres are defined. Use of reading materials from many countries and in many forms is said to help teach the commonality of human experience. Some suggestions are made concerning methods of presenting literature to gifted students. The elements of fictional narrative and poetry appropriate to the intermediate grades are examined as they relate to teaching the techniques of writing literature and enabling the gifted student to make evaluative judgments on literature. Also considered is how the study of literature can help develop both subject-area skills and higher intellectual skills in gifted students and help them to realize their potential. Appended is a list of suggested books and recordings appropriate for gifted intermediate level students. (KW)

ED 072 564 EC 050 878

Miles, Robert S.

Teaching Gifted Students Social Sciences in Grades Seven through Nine.

California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 72

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Sciences, Class Activities, Educational Objectives, *Exceptional Child Education, *Gifted, *Junior High School Students, Research Methodology, Scientific Concepts, *Social Sciences, Teaching Guides

It is stated that the social science curriculum for gifted junior high school students can be enriched by drawing from psychology, sociology, and anthropology. An overview of instruction in the social sciences includes specification of subject matter emphases in grades 7-9, definition of major goals (process, personal, and situational goals) in social sciences, and consideration of the requirements for a successful program (small classes, exciting topics, reasonable grading, cultural exposure, communication with parents, variety). Conduct of research projects at each of the three grade levels is discussed, and five steps involved in carrying out a research project are outlined. Provided are some sample applications of research skills, in which the method used is to begin inductively and end deductively, and some sample stimulus questions or discussion starters concerning language drawn primarily from the fields of psychology and sociology. Finally the field-study method as a means of developing creativity is presented, and numerous provocative topics for interviews or classroom study are listed. The appended list of suggested books for students includes nonfiction, fiction, biography, and reference works. (KW)

ED 072 565 EC 050 918

About Jobs and Mentally Retarded People.

National Association for Retarded Children, New York, N.Y.; President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date 72

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Directories, *Employment, *Employment Opportunities, *Job Placement, *Mentally Handicapped, Mental Retardation, Vocational Rehabilitation

The booklet is intended to convey an understanding of the world of work and of preparation for work by the mentally retarded. Some reasons for working, other than the obvious economic one, are explained. It is emphasized that all jobs, skilled or not, can be performed with dignity. Summarized are types of evaluation which can help one find the right kind of job for him and types of preparation for work. Vocational rehabilitation is explained in terms of who can get it, what it consists of, and whether it works. Mentioned are several sources of help in job-hunting and some employers who have specific programs and policies giving an equal break to mentally retarded people who can do the job. A directory lists contacts in each state which could be helpful in securing employment for the mentally retarded: Governor's Committees, State Associations for Retarded Children, State Vocational Rehabilitation Offices, State Employment Security Offices, and Federal Job Information Centers. (KW)

ED 072 566 EC 050 919

Accessibility of Junior Colleges for Handicapped.

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date [72]

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Architectural Barriers, Campuses, *Directories, *Exceptional Students, *Junior Colleges, National Surveys, *Physically Handicapped, Wheel Chairs

Compiled in chart form are the results of a questionnaire sent to junior colleges asking about architectural barriers and accessibility for students with handicapping conditions. The chart indicates which of the following conditions exist at each college: entrances ramped or ground level; doors wide enough for wheelchairs (both outside and inside doors); doors operable from wheelchair; drinking fountains, washrooms, other facilities accessible and useable by handicapped; elevator if multi-floors; and students attend in wheelchairs. Junior colleges are listed in the directory by state. (KW)

ED 072 567 EC 050 920

Nocks, Barry

An Adaptation of the Teaching Reference Community Developed by the National Communicable Disease Center. Dixon, Tiller County, U. S. A.

National Bureau of Standards (DOC), Washington, D.C.

Report No—NBS-P-4314586; NBS-R-10539

Pub Date Jan 71

Note—95p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Health, Community Resources, *Exceptional Child Services, *Handicapped Children, Health Facilities, *Health Services, *Models, Preschool Children, Statistical Data

Demographic and other descriptive data on a hypothetical metropolitan area (Dixon City, Tiller County) are presented in the report, which is intended as a health study and training model. Most of the statistical and descriptive data are drawn from a health training model developed by the Communicable Disease Center, U. S. Department of Health, Education, and Welfare, with emphasis on selection of data relevant to child health and child development. Information is given on the hypothetical community's general characteristics, education, medical personnel, major medical facilities, clinic operation, health department operation, services for the economically disadvantaged, and non-governmental agencies. The hypothetical community was developed to serve as a frame of reference for a workshop on the identification and treatment of developmental disorders among preschool children. It is intended to provide an adequate base on which to plan a model preschool screening and treatment system. (KW)

ED 072 568 EC 050 921

Curriculum Guide for the Trainable Mentally Retarded in Primary, Intermediate and Secondary Curricula.

Duquesne Univ., Pittsburgh, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.

Pub Date 72

Note—354p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Curriculum Guides, *Exceptional Child Education, Intermediate Grades, *Mentally Handicapped, Primary Grades, Secondary Education, *Trainable Mentally Handicapped

Providing both educational and social experiences for trainable mentally retarded (TMR) children, the curriculum guide covers three educational levels: primary (6-8 year olds), intermediate (8-13 year olds), and secondary (13-21 year olds). Indicated in chart format for each general area of instruction are specific behavioral objectives, experiences and activities to achieve those objectives, and suggested instructional materials and resources. General areas covered in the primary curriculum are social skills, self care skills, gross and fine motor skills, auditory perception, language arts, math, music, and art. The intermediate curriculum includes communication skills, personal and social competence, physical development, economic usefulness, safety, recreation, manners and morals, and self help skills. Covered in the secondary curriculum are motor skills, safety and self care, social skills, language and communication, functional math, vocational skills, recreation, and aesthetic appreciation. Evaluation charts conclude each of the three levels. (KW)

ED 072 569 EC 050 922

Moriarty, Donald F., Ed. And Others

Diagnosis and Evaluation of Deaf-Blind Children, Report of Workshop Proceedings (Denver, Colorado, February, 17-18, 1971).

Colorado State Dept. of Education, Denver.; Mountain-Plains Regional Center for Services to Deaf-Blind Children, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 72

Note—116p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Clinical Diagnosis, Conference Reports, *Deaf Blind, Evaluation, *Exceptional Child Services, *Medical Evaluation, *Multiply Handicapped, Physicians, Professional Personnel

The eight major papers from the Workshop on Diagnosis and Evaluation of deaf-blind children focus upon the roles of various professionals who may be involved with deaf-blind children at the diagnostic stage. Topics covered in the role of the pediatrician in diagnosis and evaluation of the deaf-blind child, the role of the ear specialist (otolaryngologist or otologist), the ophthalmologist's role, audiological evaluation of the deaf-blind child, psychoeducational assessment, speech and language assessment and development, the role of physical and occupational therapists, and the role of social work in assessment of the family and crisis intervention procedures for counseling parents of deaf-blind children. Also included in the conference proceedings are the reports of discussion groups focusing on the papers' topics. (KW)

ED 072 570 EC 050 923

McCoy, George F.

Diagnostic Evaluation and Educational Programing for Hearing Impaired Children.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 15 Jan 72

Note—78p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiology, Auditory Tests, *Aurally Handicapped, Clinical Diagnosis, Educational Planning, *Exceptional Child Services, Hearing Loss, *Medical Evaluation, *Psychological Evaluation, Social Work

Various aspects of diagnostic evaluation and educational programing for hearing impaired children are described. Discussion of hearing disorders from a medical perspective covers anatomy of the ear, types and causes of hearing disorders, and medical and surgical treatment. A review of audiological assessment of hearing disorders focuses upon techniques for measuring degree of hearing. Examples of hearing tests are given, audiometry and the audiogram are explained, hearing losses are classified by degree of loss, and familiarization training in use of amplification is described. Case work services for the hearing impaired are considered in terms of delivery, coordination and integration functions, working with both parents and the child, inter-professional consultation, and placement services. Discussion of psychological evaluation touches upon psychological services in the schools, methods of evaluating the hearing impaired, and working with parents. Finally, educational programing is considered (educational classification of hearing loss, educational approaches, choice of communication methods, examples of facilities, and educational objectives). (KW)

ED 072 571 EC 050 924
District Procedures for Providing Special Education for Exceptional Children and Youth.
Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.
Pub Date 73
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Planning, *Exceptional Child Education, Gifted, *Guidelines, Handicapped Children, Program Planning, *School Districts, State Legislation, *State Standards
Identifiers—Florida
Guidelines for the development of educational programs for exceptional children in Florida public schools are provided. Instructions are appropriate for educational planning at the school district level. Basic considerations for the development of district procedures and programs are defined: historical perspective, mandatory legislation, program philosophy, funding, and district-wide and multi-district program planning. The roles of the State Department of Education and of the district school system in administering and supervising special education are also defined. General guidelines for planning programs for each area of exceptionality are presented, as are general guidelines related to planning supportive services. Instructions are given for preparing a report of district procedures for providing special education. Appended are excerpts from Florida statutes and Florida State Board of Education Regulations pertaining to exceptional child education and to the Speech Pathology and Audiology Act. (KW)

ED 072 572 EC 050 962
Miller, John M., Jr.
Early Education of the Multi-handicapped Child.
United Cerebral Palsy of New York City, Inc., N.Y.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cerebral Palsy, *Demonstration Projects, *Early Childhood Education, *Exceptional Child Education, *Multiply Handicapped, Physically Handicapped
The report describes, in photographs and text, a demonstration program in early education for multiply handicapped preschool children carried on by United Cerebral Palsy of New York City (UCP) in cooperation with the Bureau of Education for the Handicapped. Reviewed are the objectives of the project, home and family involvement, the staff team, the physical development program, nutrition, a special device for toilet training, the facility's floor plan, general learning guidelines, demonstration aspects of the project, and learning that takes place on the school bus. Also included is a drawing of the proposed Brooklyn Rehabilitation Campus, which will include an Educational Center. (KW)

ED 072 573 EC 050 963
The Effingham Program for the Improvement of Pre-College English. Final Evaluation Report.
Effingham School District, Ill.; Illinois State Office of the Superintendent of Public Instruction, Springfield. Gifted Children Section.
Pub Date Feb 72
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Preparation, Demonstration Projects, *English, *Exceptional Child Research, *Gifted, *High School Students, Inductive Methods, Logical Thinking, Program Evaluation, *Writing Skills
The report presents results of the evaluation of the Effingham Program for the Improvement of Pre-College English, an advanced course in precollege rhetoric offered to gifted students in several classes over a period of several years. The project attempted to improve both intellectual content and methods of instruction for gifted students in the areas of writing and dialogue in the English language. Major program features are explained: inductive teaching, student grading of themes, daily practice in purposive and disciplined writing, use of specially prepared symbolic logic materials, and the Hawthorne effect (as the result of being a demonstration project). Data from students and visitors showed that both groups perceived unique aspects of the instruction. Other data showed that students who took the course received improved grades in freshman English classes at three universities, and that the writing ability of the students in the course improved decidedly during the school year they were studied. (KW)

ED 072 574 EC 050 964
Gerber, Sanford E., Ed.
The Family as Supportive Personnel in Speech and Hearing Remediation.
Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.
Pub Date 71
Note—84p.; Proceedings of the Post-Graduate Short Course, University of California, Santa Barbara, March 31, April 1 and 2, 1970
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aphasia, *Aurally Handicapped, Conference Reports, *Family Influence, *Family Role, *Speech Handicapped, Stuttering, Voice Disorders
Identifiers—Laryngectomees
The proceedings of the conference/short course on the role of the family as supportive personnel in speech and hearing remediation focus upon the family and its relationship and interaction with the speech, language, or hearing handicapped individual. The purpose of the course was to emphasize the importance of utilizing the family as a manpower resource in the fields of speech pathology and audiology. The five major papers concern voice disorders and the family environment, the family of the laryngectomee, family influences on stuttering and stuttering therapy, family role in the management of the deaf child, and the role of the family in aphasia. Substantial discussions follow each presentation. (KW)

ED 072 575 EC 050 965
Starkovich, Paul
Two-Year Study of Northwest Regional Center's Summer Sessions for Preschool, Rubella, Deaf-Blind Children. Final Report.
Northwest Regional Center for Deaf-Blind Children, Vancouver, Wash.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jan 72
Note—122p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Deaf Blind, *Evaluation, *Exceptional Child Services, *Multiply Handicapped, Preschool Children, *Preschool Evaluation, Program Descriptions, Rubella, Summer Programs
The report describes the Summer Sessions for Preschool, Rubella, Deaf-Blind Children conducted in 1970 and 1971 by the Northwest Regional Center for Deaf-Blind Children in Vancouver, Washington. The summer programs were primarily designed to evaluate preschool deaf-blind children in a learning and living situation. The report is intended not only to describe the short-term evaluative programs, but also to show how a coordinated program may be organized, administered, and evaluated. Described are program objectives and the learning station concept upon which the program was based. The calendar of events for the 1971 program is included. Detailed are the methods of description and evaluation utilized as well as the process of forming recommendations for children. Outlined are the objectives and procedures of the five learning stations (Specialized areas of training and evaluation), which focused on communication skills, experience training, self help skills, physical development, and social skills. Briefly described are the residential station and medical diagnostic and evaluative services. Recommendations deal with program extensions and improved descriptive and assessment techniques. (KW)

ED 072 576 EC 050 966
Francis, Frederick L.
Handbook for the Disabled Students of Brooklyn College C. U. N. Y.
Student Organization For Every Disability United for Progress, Brooklyn, N.Y.
Pub Date [71]
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Architectural Barriers, *Campuses, Colleges, College Students, *Exceptional Students, Guidelines, Handicapped Students, *Physically Handicapped, School Services, Student Participation, *Student Personnel Services
Identifiers—Brooklyn College
The college handbook contains information of interest to handicapped students at the Brooklyn College Campus of the City University of New York (C. U. N. Y.). The first section focuses on the Student Organization For Every Disability United for Progress (S.O. F.E.D. U.P.), an organization to promote activism on the part of disabled students for the purpose of eliminating architectural barriers and curricular and bureaucratic procedures inhibiting educational performance. Explained are the history, philosophy, purpose, and goals of the organization. The second section of the handbook contains a Brooklyn Campus map and related pertinent information for disabled students. Included are a summary of facilities (toilets, ramps, elevators, phones) for students in wheelchairs in the various campus buildings, and a listing of special support services or student personnel services available (early registration, parking, readers, counseling, financial aid, other services). Also mentioned is a special physical education program available for disabled students. (KW)

ED 072 577 EC 050 967
[Arlington Public Schools Evaluation Design for Special Education Programs and Services.]
Arlington County Public Schools, Va.
Pub Date Jun 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Role, Evaluation, *Evaluation Criteria, *Exceptional Child Education, *Handicapped Children, *Program Evaluation
The outline presented is an evaluation model which spells out guidelines for conducting an evaluation of special education programs and services. The guidelines define the duties of a full-time project coordinator or administrator, who provides the leadership for all the plans and procedures developed to conduct the evaluation. His responsibilities concerning such items as budgeting, preparation of materials, arranging for and instructing consultants, and coordinating evaluation results are listed for four phases of the evaluation process. Appended is an evaluation check list for rating programs and services for handicapped children on their organization, nature of offerings, physical facilities, staff, instructional activities, instructional materials, methods of evaluation, and results. (KW)

ED 072 578 EC 050 968
In Our Path. A Program Guide 1972-1973.
President's Committee on Employment of the Handicapped, Washington, D.C.
Pub Date 72
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Architectural Barriers, *Community Action, *Community Organizations, *Employment, *Employment Opportunities, Films, *Handicapped, Public Support, Statistical Data
Suggestions are made concerning actions which local Committees on Employment of the Handicapped can engage in to help bring about public acceptance of handicapped persons and, particularly, to encourage more employment of

the handicapped. Focused upon are disabled veterans, disabled disadvantaged, severely physically handicapped, mentally retarded, and previously mentally ill. For each handicapping condition, general facts concerning incidence and capabilities and need for employment are presented, followed by a brief list of actions which can be undertaken by local Committees to promote job opportunities for that segment of the handicapped population. The booklet also suggests actions to eliminate architectural and transportation barriers, and to increase the effectiveness of National Employ the Handicapped Week. Included are a list of awards programs (to recognize either handicapped individuals or employers of the handicapped) available to Governors' and local Committees, and an annotated list of publicity materials (pamphlets, films, exhibits) on rehabilitation and employment of the handicapped. (KW)

ED 072 579 EC 050 969
Blea, William A., Comp. Hobron, Robert, Comp.
Literature on the Deaf-Blind -- An Annotated Bibliography.
Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date [70]
Note—193p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annotated Bibliographies, *Bibliographies, *Deaf Blind, Historical Reviews, *Multiply Handicapped, *Periodicals
The annotated bibliography of literature on the deaf-blind covers both a wide variety of sources and a lengthy period of time. Entries are listed by category: selected books; articles from American Annals of the Deaf, 1848-1970; articles from New Beacon, 1922-1970; articles from New Outlook for the Blind, 1907-1970; articles from Volta Review, 1900-1970; articles from miscellaneous periodicals, 1869-1970; and proceedings of conferences and associations, 1815-1970. An author index is provided. (KW)

ED 072 580 EC 051 029
Brown, Lou, Ed. Sontag, Ed, Ed.
Toward the Development and Implementation of an Empirically Based Public School Program for Trainable Mentally Retarded and Severely Emotionally Disturbed Students. Part II.
Madison Public Schools, Wis. Dept. of Specialized Educational Services.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.
Pub Date Jun 72
Note—358p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Academic Achievement, Educational Programs, *Emotionally Disturbed, *Exceptional Child Education, Home Economics, Mentally Handicapped, Program Descriptions, Program Development, Public Schools, *Trainable Mentally Handicapped, Vocational Education
Identifiers—*Daily Living Skills
Collected are 31 articles on public school educational activities for the trainable mentally handicapped or the severely emotionally disturbed student in the areas of academic skills, home living skills, and prevocational training. Most of the papers are said to have been written by classroom teachers. Three articles present an overview which includes a discussion of behavioristic task analysis. Fourteen articles consider techniques of teaching academic skills and include skills such as basic spelling, reading a menu, time telling, and arithmetic computation. The teaching of home living skills is examined in eight articles and includes skills such as using a kitchen stove, preparing toast, using a cooking oven, and reading a basic grocery list. The final section, consisting of six papers, on prevocational training considers topics such as the use of fund raising materials to teach prevocational skills to retarded students and the teaching of retarded students to package golf tees in the absence of customary production supports. (DB)

ED 072 581 EC 051 030
Pilot Workshops Utilizing the Simulator and Training Materials Developed for In-Service Programs for Leadership Personnel Employed in Residential Institutions for the Mentally Retarded. Final Report.
Pittsburgh Univ., Pa. Dept. of Special Education and Rehabilitation.
Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation.
Pub Date 31 Aug 71
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administration, *Administrator Role, *Exceptional Child Education, Instructional Materials, *Leadership Training, *Mentally Handicapped, Mental Retardation, Residential Programs, *Simulation, Workshops
Described is the development and field testing of a set of simulation training materials, the Shannon Materials, to train management personnel of residential institutions for the mentally retarded. Defined and discussed is simulation as a training method. The materials are described as including slide-tape presentations of a real community and a real state school and hospital. Various institution documents such as the administrative handbook and the annual report are part of the materials. In-basket items such as letters, requisitions and live encounter items such as telephone calls and personal encounters are seen to be the means of conveying reality-based incidents to the trainee in his simulated role as superintendent of the institution. The three workshops are said to have had as their primary objective the testing of the Shannon Materials on about 50 management level participants. Activities of the second workshop are given in detail and include photographs and questionnaire responses. Feedback from the workshops is reported to have been highly positive and to have led to revisions in the materials. (See EC 032 221 for a related document.) (DB)

ED 072 582 EC 051 031
Segal, Robert M., Ed.
Advocacy for the Legal and Human Rights of the Mentally Retarded.
Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.
Spons Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.
Pub Date 2 Jun 72
Note—74p.; Proceedings of the Advocacy Conference of the Institute for the Study of Mental Retardation and Related Disabilities, Ann Arbor, Michigan, June 2, 1972
Available from—University of Michigan, Publications Distribution Service, 615 East University, Ann Arbor, Michigan 48106 ($1.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Civil Liberties, *Conference Reports, Court Cases, Educational Needs, *Exceptional Child Education, *Legal Responsibility, *Mentally Handicapped, Mental Retardation, Sexuality
Nine presentations from a conference on advocacy of the legal and human rights of the mentally handicapped are given. Robert Segal considers parents and professionals to be the primary advocates for the retarded, while Virginia Nordin examines the implications of recent court cases for the retarded's right to legal process and redress. The right to dignity is discussed by Marjorie Kirkland, and William Cruickshank suggests that the right not to be negatively labelled is important for the retarded. The right to financial assistance is presented by Mary Wagner. Lynwood Beekman recommends action at the local, county, and state levels to insure the right to education for the handicapped. Lorraine Beebe delineates the right to community services such as appropriate physical and mental health care. Inadequate finances and staff are seen by Lawrence Turtond to result in a failure to provide the retarded with the right to adequate treatment in state institutions. Robert Burt considers questions implicit in the right to marry and the right of choice regarding sterilization. Reports of seven group workshops which discussed the presentations are given, as is an evaluation of the conference. (DB)

ED 072 583 EC 051 032
Doyle, William C.
Counselors in Special Education.
Pub Date [72]
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counselor Role, *Counselors, *Exceptional Child Research, *Handicapped Children, *Special Education Teachers
The functions of special education counselors were ranked in order of decreasing importance by educators in public schools throughout Texas. Questionnaires were mailed to 198 educators in 25 school districts; 79% of the subjects participated. Participating were 45 special education counselors, 19 directors of special education, 50 principals involved with special education counselors, and 43 experienced special education teachers. Median rankings and extension of the median tests (chi squares calculated) were used to evaluate the rankings. Overall general categories of counselor functions were ranked as follows: student counseling; student appraisal; consulting and counseling with parents; consulting with school staff members, and planning and development (both ranked as equally important); educational and occupational planning; public relations; and research and evaluation. (Author)

ED 072 584 EC 051 094
Outdoor Education Experiences for Emotionally Handicapped Children and Youth.
State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.
Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children.; New York State Education Dept., Albany. Div. of Health, Physical Education, and Recreation.
Pub Date Jun 72
Note—170p.; Institute Proceedings, June 7, 8 and 9, 1972, Valcour Conference Center, Plattsburgh, New York
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Conference Reports, Curriculum Guides, *Educational Opportunities, *Emotionally Disturbed, *Exceptional Child Education, *Outdoor Education, Physical Education, Program Evaluation, Summer Programs, Therapy
Presented are proceedings from a 3 day conference at which physical education and recreation personnel and teachers of emotionally disturbed children considered the educational and therapeutic possibilities of outdoor education for emotionally disturbed children. The introductory address explains that the outdoor educational process is especially suited to needs of the emotionally disturbed because a residential outdoor educational experience can minimize feelings of institutionalization which may threaten the emotionally handicapped child, and because outdoor experiences offer the added dimension of adventure to learning. Described is a summer program which accepts emotionally disturbed boys and girls in 2 week sessions and attempts to enhance self concepts and change attitudes toward school and the learning process. Noted are resources available for outdoor education programs as well as administrative concerns related to financing such programs. Four speakers provide practical guidelines (which comprise the major part of the proceedings) showing how science, mathematics, social studies, and art curricula could be enriched by using outdoor education techniques. Final sections deal with evaluations of proposed outdoor education programs as well as evaluations of the institute. (GW)

ED 072 585 EC 051 095
Calkin, Abigail, Comp. Pellant, William, Comp.
Instructional Materials for Career Education and Occupational and Personal Guidance: A Revised Catalog of Materials included in Traveling Package Number 1.
Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date [72]
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Career Education, *Exceptional Child Education, Handicapped Children, *Instructional Materials, Prevocational Education, *Vocational Education

Approximately 75 instructional materials(including books, filmstrips, cassettes, and tapes) said to be appropriate for career education programs for pre-vocational and vocational special education students are listed in the areas of vocational guidance, personal guidance, and reading, math and other specialized job-related skills. Materials on vocational guidance treat job possibilities, procedures in applying for a job, the job interview, and job attitudes; while materials on personal guidance deal with social and community skills, responsibilities of married and family life, budgetary and finance, and consumer education. Indicated for each entry are title, author, publisher, format, accession number, copyright, price, approximate reading level (when applicable), and publisher's description. Publishers' addresses are listed. (GW)

ED 072 586 EC 051 097

Abeson, Alan, Ed.

A Continuing Summary of Pending and Completed Litigation Regarding the Education of Handicapped Children. Number 6.

State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 20 Jan 73

Note—54p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Civil Rights, *Court Cases, *Educational Opportunities, *Exceptional Child Education, *Handicapped Children, *Legislation, Placement

Pending and completed litigation (through 1972) regarding the education of handicapped children is summarized on the basis of statements from attorneys, organizations, and plaintiffs involved in the cases. Twenty-one cases specifically concern the right to education, six cases deal with the right to treatment, and six cases concern placement of handicapped children. The history of the court action, the demands of the plaintiff, and the court opinion (when available) are indicated for each case. It is noted that additional information may be obtained from the State-Federal Information Clearinghouse for Exceptional Children of the Council for Exceptional Children. (GW)

ED 072 587 EC 051 098

IMC/RMC Network Professional Film Collection. Second Edition.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Note—48p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900 Arlington, Virginia 22202 (No price quoted)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, *Exceptional Child Education, *Films, Filmstrips, *Handicapped Children, *Instructional Materials Centers

Identifiers—Regional Media Centers Network

The catalog lists and describes approximately 293 films concerning handicapped children which are available from the Instructional Materials Centers and Regional Media Centers Network. Films are organized under the following categories (number of films for each category is indicated in parentheses): art for exceptional children (five), autism (four), behavior management (18), gifted (three), disadvantaged (10), early childhood and preschool (22), emotionally disturbed (12), hearing/deaf and hard of hearing (19), learning disabilities (37), mentally handicapped (73), multiply handicapped (five), physically handicapped (12), psychology (16), reading (eight), sight/visually handicapped (21), special education (10), speech/speech impaired (16), teacher training (12), tests (10), vocational education (eight), and miscellaneous (52). An alphabetical listing of the films contains information about length, color, size (16 or 32 mm), and purchase or rental price. A synopsis of each film follows, along with a code indicating the instructional materials or media center from which the film may be secured. (GW)

ED 072 588 EC 051 099

Reading Methods and Problems; A Selective Bibliography. Exceptional Child Bibliography Series No. 613.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—32p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Bibliographies, Dyslexia, *Exceptional Child Education, Learning Disabilities, *Reading, *Reading Difficulty

The selected bibliography of reading methods and problems contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1943 to 1971. (DB)

ED 072 589 EC 051 100

Multiply Handicapped; A Selective Bibliography. Exceptional Child Bibliography Series No. 614.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—31p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Bibliographies, *Deaf Blind, *Exceptional Child Education, *Multiply Handicapped

The selected bibliography on the multiply handicapped contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (three order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents ranges from 1947 to 1971. (DB)

ED 072 590 EC 051 101

Visually Handicapped--Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 619.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—19p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900 Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Bibliographies, *Educational Programs, *Exceptional Child Education, *Visually Handicapped

The selected bibliography of educational programs for the visually handicapped contains an explanation of indexing and approximately 50 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents ranges from 1951 to 1971. (DB)

ED 072 591 EC 051 102

Physical Facilities; A Selective Bibliography. Exceptional Child Bibliography Series No. 634.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—32p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Bibliographies, Educational Facilities, *Exceptional Child Education, *Facilities, *Handicapped Children, Physical Environment

The selected bibliography of physical facilities for handicapped children contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents ranges from 1952 to 1972. (DB)

ED 072 592 EC 051 103

Professional Education; A Selective Bibliography. Exceptional Child Bibliography Series No. 635.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—32p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Bibliographies, *Exceptional Child Education, *Handicapped Children, *Professional Education, Teacher Education

The selected bibliography of professional education for personnel working with handicapped children contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the

Educational Resources Information Center, an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1943 to 1971. (DB)

ED 072 593 EC 051 104

Instructional Materials; A Selective Bibliography. Exceptional Child Bibliography Series No. 637.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—32p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Bibliographies, *Exceptional Child Education, Gifted, *Handicapped Children, *Instructional Materials

The selected bibliography of instructional materials for handicapped and gifted children contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order form for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents ranges from 1960 to 1972. (DB)

ED 072 594 EC 051 105

Teacher Aides and Nonprofessional Personnel; A Selective Bibliography. Exceptional Child Bibliography Series No. 647.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—32p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Bibliographies, *Exceptional Child Education, Handicapped Children, *Nonprofessional Personnel, *Teacher Aides

The selected bibliography on teacher aides and nonprofessional personnel who work with handicapped children contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents ranges from 1965 to 1971. (DB)

ED 072 595 EC 051 106

Sosnowsky, William P. LaPlante, Frances M.

A Guide to the Santa Monica Project Documentation: Engineered Classroom, Madison School Plan/Learning Center, and the Train and Trade Program.

Pub Date Oct 72

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Educational Methods, *Exceptional Child Education, *Handicapped Children

Identifiers—Hewett (Frank), *Santa Monica Project

Presented is a guide to about 40 items of literature and materials concerned with the special education approach developed by Frank M. Hewett of the Santa Monica project. Major components of the approach are said to be the engineered classroom, the Madison school plan/learning center, and the train and trade program. Listings generally include author, title, source, date, pagination, and a brief review. The guide is organized into six major categories: books, monographs, and chapters (eight listings); journal articles (nine listings); unpublished project literature (eight listings); audiovisual aids (four listings); published curricular material (six listings); and applications and modifications (eight listings). Also included is an index of names and addresses connected with the Santa Monica project. (DB)

ED 072 596 EC 051 107

Davis, Dan W. And Others

Replication Guidelines.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Nov 72

Note—57p.; Guidelines resulting from a conference on First Chance projects, Chapel Hill, North Carolina, June, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Early Childhood Education, *Exceptional Child Education, *Guidelines, Handicapped Children, Models, Program Development, *Program Planning

Identifiers—*First Chance

Intended for administrators of First Chance projects, a federal network established to operate model preschool and early education programs for handicapped children, the guidelines present ways to encourage the replication of the model programs by local community agencies, in order to provide services for many more handicapped children. Discussed are five dimensions of the replication process: support agencies, referral agencies, advisory board, staff, and program planning. The dimensions are seen to vary in importance at each of the three developmental stages of the project's funding period. A program planning format suggested for replication activities is presented, and two case studies apply the format to the replication activities of specific projects. Fourteen principles are given to guide project staff in the implementation of replication strategy, among which are early involvement with key community people and political awareness. An appendix lists approximately 30 publications recommended for funding and information sources. The listings usually include title, date of publication, source, price, and annotation. (DB)

ED 072 597 EC 051 108

Sproull, Natalie L. Wenzell, Victor P. A.

Educational Needs Assessment of Low Incidence Handicapped Children in Eleven Illinois Counties.

Western Illinois Univ., Macomb. Office of Educational Services and Research.

Pub Date May 72

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Needs, *Exceptional Child Research, *Handicapped Children, *Incidence, State Surveys, Statistical Data

Identifiers—*Illinois

Reported were the major findings of a survey taken in 11 Illinois counties to catalog special education services and to identify 3- to 21-year-old children who have one or more of the following low incidence handicapping conditions: visual handicaps, aural handicaps, physical handicaps, and multiple handicaps. Approximately 800 children were identified of whom 52% were reported to be hearing impaired, 19% multiply handicapped, 13% visually handicapped, and 12% physically handicapped. Twenty-five percent of the children identified were 6- and 7-years-old, 54% 5- to 10-years-old, and 16% 3- to 6-years-old. Over half of the children were reported not to be receiving any special educational services, and more than half of those children were 5- to 9-years-old. Only 13 of the 31 special education programs that Ss attended were located in the 11 counties surveyed. Included in the appendixes are the questionnaires and cover letters used in the survey. (DB)

ED 072 598 EC 051 109

Bennett, Mildred E. And Others

Prescriptive Teaching Workshop Resource Manual.

New Providence Board of Education, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date 72

Note—75p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Diagnostic Teaching, *Educational Programs, Elementary School Students, *Exceptional Child Education, Language Handicapped, *Learning Disabilities, Neurologically Handicapped, Perceptually Handicapped, Program Planning, *Resource Guides, Workshops

The resource manual describes procedures for replication of a 1 year Prescriptive Teaching Workshop project, a Title III educational program designed to maintain the learning disabled elementary school child in the regular classroom with additional special workshop help in order to raise his academic achievement. Evaluation of the student is by a sample screening questionnaire and a listed test battery. Data tables give attitudinal assessments and achievement test scores of students in the model program both prior to and following workshop participation. Necessary personnel are said to include a director, a psychologist, a learning disability teacher consultant, and a social worker. Team teaching of regular and special education teachers is stressed. Sample evaluation and progress report forms are included. Workshop materials are listed as are publishers' addresses and prices. Cost effectiveness of the model program for 1 year is evaluated. Parent and community support of the workshop program is seen to be essential. An address is provided from which program information and a filmstrip may be obtained. (DB)

ED 072 599 EC 051 118

Suppes, Patrick

A Survey of Cognition in Handicapped Children. Technical Report No. 197.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 29 Dec 72

Grant—OEG-0-70-4797(607)

Note—77p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aurally Handicapped, *Blind, *Cognitive Development, Concept Formation, *Deaf, *Exceptional Child Research, Language Ability, Mathematics, *Mentally Handicapped, Research Reviews (Publications), Visually Handicapped

Reviewed was research on the development of the cognitive skills of language, concept formation, and arithmetic in children handicapped by blindness, mental retardation, or deafness. Research on the language skills of the blind included a rejection of sensory compensation, while research on language in the retarded was seen to focus on linguistic variables and reading ability. Included among the research on language development of the deaf was research which was reported to suggest the value of early sign language training for cognitive development and the author's research on written language comprehension by the deaf. Research on concept formation in the blind found deficiencies in concept formation among the blind, while concept problems in the retarded were found to be in the areas of language control and verbalization rather than perception. Research on concept development in the deaf showed conflicting findings on whether a concept deficiency exists once verbal aspects are removed. Little research on arithmetic skills in the blind was reported, but one finding of skill development in the retarded showed better computation skills than normal children of the same mental age. The author's

research found that the mathematical performance of deaf children was usually slightly higher than that of normal hearing children. (DB)

ED 072 600 EC 051 119
Cohen, Shirley, Ed. Cohen, Michael, Ed.
SEIMC Services to Parents of Handicapped Children.
New York State Education Dept., Albany. Special Education Instructional Materials Center.
Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children.
Pub Date Mar 72
Note—136p.; Proceedings of the Special Study Institute, March 14 and 15, 1972, New York, New York
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, *Exceptional Child Services, *Handicapped Children, *Instructional Materials Centers, Parent Influence, *Parent Role, *Parents
Identifiers—Special Education Instructional Materials Centers
Presented are proceedings from a 2-day special study institute intended to define the roles which Regional and Associate Special Education Instructional Materials Centers (SEIMC), particularly those in the downstate New York region, can play in relating to parents of handicapped children. Four mothers describe their problems in obtaining adequate diagnostic and treatment services for their handicapped children. Parents and educators discuss the success of the Parent Advisory Committee in obtaining assistance from the county school district for handicapped pupils. Other presentations concern area working committee reports about plans for working with parents of handicapped children, parent involvement in a program for preschool multiply handicapped children, parents as program participants and co-educators, and a training program for volunteer reading tutors. Also considered are behavior management techniques for parents, language as the tool for learning, and educational materials available to parents from the SEIMC network. (GW)

ED 072 601 EC 051 120
Gehm, Fred O., Ed.
Prevocational and Vocational Training of Trainable Mentally Retarded Youth in Sheltered Workshops Established by Local Educational Agencies.
New York State Education Dept., Albany. Bureau for Mentally Handicapped Children.; Suffolk County Board of Cooperative Educational Services, Dix Hills, N.Y.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Nov 72
Note—82p.; Proceedings of A Special Study Institute, November 15, 16, 17, 1972, Hauppauge, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adolescents, *Exceptional Child Education, Mentally Handicapped, *Prevocational Education, *Sheltered Workshops, *Trainable Mentally Handicapped, *Vocational Education, Young Adults
Identifiers—*New York
Presented are the proceedings of a special study institute whose primary purpose was to acquaint leaders in special education with the prevocational and vocational training of trainable mentally retarded (TMR) adolescents and young adults in sheltered workshops. Institute workshops are said to have considered the following topics: prevocational training in behavior, safety, work habits, and independence; the role of the New York Office of Vocational Rehabilitation in relation to the general population, schools, and workshops; the role of the voluntary agency; realistic training for TMR youths in sheltered workshops; the chronology of events which led to workshops; and advantages of the sheltered workshop in a local school facility. It is concluded that a variety of approaches and programs are equally successful in the vocational placement of the TMR individual, and that higher governmental priority for vocational programs for the retarded is to be encouraged. (DB)

ED 072 602 EC 051 121
Information Concerning the Program for Gifted and Talented Students.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date 73
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Programs, Elementary School Students, *Exceptional Child Education, *Gifted, Identification, *Public Schools, Secondary School Students, Special Classes, Special Schools, State Programs, *Talented Students
Identifiers—*North Carolina
Presented in the form of 29 questions and answers is information on North Carolina's public school program for gifted and talented children at elementary and secondary levels. Discussed are the criteria for student eligibility, typical characteristics of gifted children, both acceleration and enrichment programs, special class curriculum, and funding. Also presented are 15 forms of special class organization including self contained classes, itinerant teachers, continuous progress, and advanced placement. Final questions describe teacher preparation and the Governor's School, an 8 week summer program for 400 gifted high school juniors and seniors. (DB)

ED 072 603 EC 051 169
Administrator's Guide to Programs for Speech Handicapped School Children.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
Pub Date Jan 72
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Guides, Educational Facilities, Equipment, *Exceptional Child Education, Guidelines, Principals, *Program Development, Records (Forms), Role Perception, Scheduling, School Role, Screening Tests, *Speech Handicapped, Speech Therapists, *Speech Therapy, Teachers
Identifiers—South Carolina
The handbook offers guidelines to administrators who are developing programs to meet the need for speech therapy services in South Carolina schools. Responsibilities of school principals, speech coordinators, speech clinicians, and classroom teachers are identified. Recommendations are made concerning equipment needs (tape recorders, audiometers, record players, and mirrors) and facility specifications (room size, electrical supply, and furniture). Two procedures for scheduling clinicians' school visits (the itinerant and blocking systems) are diagrammed, and varying therapy schedules are recommended for children with different degrees of speech handicaps. Described are screening and reevaluation procedures for children in kindergarten through twelfth grade. Appendixes include forms for a statistical summary for state aid and a district summary of state aid; the South Carolina Special Education Act of 1970; addresses of companies publishing diagnostic and instructional materials; and addresses of speech and hearing centers in South Carolina. Also presented in the appendixes are forms for referrals, progress reports, dismissals, semester-end reports, and clinicians' monthly caseload attendance reports. (GW)

ED 072 604 EC 051 170
A Design for a Continuum of Special Education Services. Interim Report.
Maryland State Dept. of Education, Baltimore. Office of Special Education.
Pub Date Dec 71
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Elementary Education, *Exceptional Child Research, *Handicapped Children, *Individualized Instruction, Principals, *Regular Class Placement, Resource Teachers, Role Perception, Special Education Teachers, Teachers
Reported were data from the first year of a 2-year project in which four elementary schools implemented a new organizational pattern that stressed individualized instruction and maintenance of mild to moderately handicapped children in regular classrooms. Schools were selected on the basis of the following criteria: school population of 600 to 900 students; existing psychological services and speech and hearing services; availability of space; and willingness of teachers and principals to implement the project model. Teachers selected to participate in the study were trained over a period of 30 weeks. Data from questionnaires were found to show an overall acceptance of the experimental design by principals, regular education teachers, and special education teachers, and to indicate that personnel in the experimental schools perceived their roles much differently than controls. It was reported that handicapped children in the experimental schools received more services than their controls, and that more handicapped pupils were served under the new design. Pre- and post-test data indicated that experimental groups scored significantly better than the control population on comprehension tests, although there were no significant differences between groups on vocabulary test scores. (GW)

ED 072 605 EC 051 171
State Agency Exchange; Services to the Mentally Retarded, Vocational Rehabilitation Involvement.
Council of State Administrators of Vocational Rehabilitation, Washington, D.C.; National Rehabilitation Association, Inc., Washington, D.C.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Jan 73
Note—287p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Exceptional Child Research, *Interagency Cooperation, *Mentally Handicapped, Mental Retardation, Questionnaires, *State Agencies, Statistical Data, *Vocational Rehabilitation, Young Adults
Questionnaire responses were reported from 37 state vocational rehabilitation agencies, eight rehabilitation agencies for the blind, and vocational rehabilitation agencies in Guam and Puerto Rico which described what the agencies were doing in cooperation with state programs for the mentally retarded (MR). The first section of the questionnaire required respondents to list all programs for the mentally retarded with which the agency was concerned and to identify the extent of involvement, while the second section asked for a detailed description of one program which the agency considered effective or promising. The 39 general vocational rehabilitation agencies reported involvement in over 650 programs for MR individuals. Approximately one-third of such programs were connected with special education and local school systems, while the majority of the rest of the programs involved sheltered workshops or some other kind of rehabilitative facility. Data were reported on the amount of vocational rehabilitation funds expended for such programs, the number of vocational rehabilitation staff assigned to them, and the number of MR people served. The responses from individual agencies are included in addition to summaries of all reported data. (GW)

ED 072 606 EC 051 172
Blanton, Elsie
A Helpful Guide in the Training of a Mentally Retarded Child.
National Association for Retarded Children, Arlington, Tex. South Central Regional Office.; Virginia State Dept. of Health, Richmond. Bureau of Child Health.
Pub Date 71
Note—33p.
Available from—National Association for Retarded Children, P.O. Box 6109, 2709 Avenue E East, Arlington, Texas 76011 ($0.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Development, *Exceptional Child Education, Guidelines, Intelligence Level, Mentally Handicapped, *Self Care Skills, *Trainable Mentally Handicapped, *Training Techniques
The guide offers numerous practical suggestions for training mentally retarded children in self care skills, and catalogs developmental characteristics of children from birth to a mental age of 11 years. Included are brief sections on the management of neurologically impaired children and mongoloid babies, the importance of speech stimulation, and the necessity of sex education. Training guidelines concern the areas of discipline, dressing skills, feeding, personal hygiene, play activities, and toilet training. Suggestions such as the following are offered: teach by showing what you want the child to do and allow him to practice the task; prepare the child in the mechanics of feeding by allowing him to play in sand with a spoon or shovel; and select toys on the basis of their appropriateness for the child's mental age. Developmental abilities for each mental age level are discussed in terms of motor characteristics, speech skills, personal-so-

cial characteristics, eating skills, and play activities. (GW)

ED 072 607 EC 051 173
A Vocational Education Program for Blind Children and Youth. Phase I Final Report.
Maryland School for the Blind, Baltimore.
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date Aug 72
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Blind, Class Activities, Employment Experience, Employment Level, *Employment Opportunities, Exceptional Child Research, *Graduate Surveys, Job Skills, Program Development, *State Surveys, Training Techniques, *Visually Handicapped, Vocational Education
Identifiers—Maryland
Reported was a project in which the Maryland School for the Blind first conducted surveys of occupational opportunities for the visually handicapped in Maryland and the employment history of adults who attended the Maryland School for the Blind between 1961 and 1971; and then developed a pilot vocational education program in response to survey findings. Approximately 460 employer and 150 former student responses were analyzed in terms of such categories as nature of the employer's business, number of visually impaired workers currently employed in each business, and graduates' mode of travel and current employment status. The program developed in response to survey data was reported to focus on: development of work adjustment skills and interpersonal skills, recognition of the value of social attributes to job success, exploring and creating new job opportunities, and reducing technical skills and training to components that can be taught in the classroom. Provided were results of 128 employer interviews conducted to identify the skills and visual abilities required for jobs in a variety of fields. Numerous classroom activities were suggested by means of which students can be trained in technical skills required in the fields of manufacturing, service industries, sheltered industries, sales and distribution, machining, and assembly line and bench production. (GW)

ED 072 608 EC 051 310
Gengel, Roy W. Pickett, J. M.
Research on Frequency Transposition for Hearing Aids. Final Report.
Gallaudet Coll., Washington, D.C.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—182071
Pub Date [73]
Grant—OEG-2-7-070070-1522
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Auditory Perception, *Aurally Handicapped, *Discrimination Learning, *Exceptional Child Research, *Hearing Aids, Speech Habits
Reported were studies measuring residual auditory capacities of deaf persons and investigating hearing aids which transpose speech to lower frequencies where deaf persons may have better hearing. Studies on temporal and frequency discrimination indicated that the duration of a signal may have a differential effect on its detectability by sensorineural hearing-impaired persons compared to normal, but that temporal effects on frequency discrimination and perception of temporal order seem normal, and therefore provide scant explanation of low speech discrimination abilities. Problems involved in doing research with long-term hearing impaired Ss were identified. Studies of speech pattern perception yielded the following conclusions: sensorineural hearing-impaired listeners have better residual reception for low-frequency speech patterns than the middle- and high-frequency patterns; and the superiority of low-frequency pattern reception holds over a rather wide range of degrees and types of sensorineural impairment. Data was reported concerning the hypothesis that acoustic transposition of phonemic differences could make them indistinguishable at least until discrimination could be retrained. Also presented were data showing that speech discrimination performance is higher for transposer amplification than for conventional amplification. Theoretical aspects of frequency transposition were discussed. (GW)

EM

ED 072 609 EM 010 304
Frick, Frederick C.
Educational Technology Program. Quarterly Technical Summary Report, 1 December 1971-29 February 1972.
Massachusetts Inst. of Tech., Lexington. Lincoln Lab.
Spons Agency—Air Force Electronic Systems Div. L.G. Hanscom Field, Mass.
Report No—AD-742 299
Pub Date 15 Mar 72
Note—13p.; See also AD-736 030
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-742 299; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—*Autoinstructional Aids, *Computer Assisted Instruction, Input Output Devices, *Instructional Technology, Man Machine Systems, Microfiche, *Military Training, On Line Systems
Identifiers—*Lincoln Training System, LTS 3
The Lincoln Training System (LTS-3) is a computer-assisted instructional system for training Air Traffic Controllers and Basic Electronic students in the United States Air Force. This document describes the components of the system prior to its initial field trial in mid-April 1972 at Kessler Air Force Base. The system is made up of 14 Basic Electronics and 11 Air Traffic Controller lessons. Brief descriptions are given of the program's development, its hardware, and its software. (MC)

ED 072 610 EM 010 352
Barnouw, Erik
The Image Empire; A History of Broadcasting in the United States; From 1953. Volume III.
Pub Date 2 Nov 70
Note—396p.; See also ED 069 127
Available from—Oxford University Press, 200 Madison Avenue, New York, N.Y. 10016 ($10.75)
Document Not Available from EDRS.
Descriptors—American History, *Broadcast Industry, Broadcast Television, Foreign Relations, *Modern History, *Politics, Programing (Broadcast), *Television, *United States History
Identifiers—United States
The year 1953 marks the point at which television in America began its dramatic expansion, and it also marks the starting point of the third and final volume of a history of broadcasting in the United States. The patterns of programing through this period are reviewed and summarized with attention to trends, but special consideration is given throughout to industry politics, the place of television in national political life, and the strong influences of American broadcasting on the rest of the world. (RH)

ED 072 611 EM 010 400
Directory of Data Processing Education. Second Edition 1972-1973.
Pub Date 72
Note—512p.
Available from—Data Processing Horizons, Post Office Box 4123, Diamond Bar, California 91765 ($35.00)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Computers, *Computer Science, *Computer Science Education, Data Processing Occupations, Directories, Electronic Data Processing, Electronics Industry, *Equipment Manufacturers, Higher Education, *Indexes (Locaters), Post Secondary Education, Programing, Reference Materials, Resource Guides, Technical Education
This directory provides comprehensive information pertinent to data processing education. The annotated listings describe manufacturers, trade associations, publications, training aids, and schools. Each entry includes price and availability information, correspondence information, and a short description. Over 2500 computer terms are presented in the glossary. (MC)

ED 072 612 EM 010 532
Wasserman, Paul, Ed. And Others
LIST 1972. Library and Information Science Today. An International Registry of Research and Innovation. Second Edition.
Pub Date 72
Note—519p.
Available from—Science Associates/International, Inc., 23 East 26th Street, New York, N.Y. 10010
Document Not Available from EDRS.
Descriptors—Computers, *Directories, Indexes (Locaters), Information Dissemination, Information Networks, Information Retrieval, *Information Science, Information Scientists, Information Services, *Information Systems, Librarians, *Library Networks, *Library Science, State of the Art Reviews, Telecommunication
The second edition of "Library and Information Science Today" (LIST) was designed, as was the first, to be a mechanism for gathering and disseminating timely information on significant work in progress in librarianship and information science. Introductory sections describe the registry and explain how to use it. The project descriptions which comprise the book are arranged by subject under the broad categories of operations, materials, users, librarians and information scientists, and organizations. Each entry includes a number, the name of the primary investigator or institution, the title of the project, the name of the parent institution, the funding source, dates, and a description of the project which includes its objectives, methodology, and progress. Indexes are supplied to investigators, organizations, geographic location, funding source, project title, and subject and keyword. (SH)

ED 072 613 EM 010 571
Young, Freddie Petzold, Paul
The Work of the Motion Picture Cameraman.
Pub Date 72
Note—245p.; Communication Arts Books; Preface by Sir Michael V Balcon
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($15.00)
Document Not Available from EDRS.
Descriptors—*Film Production, Films, Film Study, Lighting, Lights, *Photographic Equipment, *Photography, Production Techniques, Special Effects, Visual Arts
Meant to serve as an authoritative source of information on camera work in large scale feature productions, this book attempts to give some basic understanding of the problems of motion picture photography, the working conditions and artistry of lighting for mood and dramatic effect, budget problems for making films, and facts about working with a team. The test describes the duties of the director of photography in detail, photographic equipment needed, lighting methods and objectives, camera techniques, studio and location effects, how to work with artificial backgrounds, and how to film marine sequences. A glossary is also included. (Author/SH)

ED 072 614 EM 010 655
Langdon, Danny G.
Interactive Instructional Designs for Individualized Learning.
Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date 73
Note—149p.
Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($3.95)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, Classroom Techniques, Educational Planning, *Educational Strategies, *Individualized Instruction, *Individualized Programs, Individual Study, *Instructional Design, Man Machine Systems, *Motivation Techniques, Positive Reinforcement, Self Actualization, Teaching Procedures
The definition and uses of interactive instructional designs are presented in this book. Eight examples are given of the variety of designs available to the classroom teacher and a chapter is devoted to each. The chapters describe the usefulness of the particular design, its operation, the design format, and the method for evaluating the outcomes. The designs discussed are: learner controlled instruction; the interactive lesson plan; the construct-as-you-go lesson plan; the adjunct study guide; the core package, a technique for reinforcing weak achievement areas; the tri-level study guide with attempts to account for student entry level knowledge at three levels; the audio-workbook that combines tape recorded instructions with written experience; and the interactive text that includes all the objectives, questions,

and tests within a single text. The designs may or may not involve media. (MC)

ED 072 615 EM 010 672

Ronan, Franklin Delano

A Study of the Effectiveness of a Computer When Used as a Teaching and Learning Tool in High School Mathematics.

Pub Date 71

Note—212p.; Thesis submitted to the School of Education of Michigan University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 ($4.00 microfilm; $10.00 hard copy)

Document Not Available from EDRS.

Descriptors—*Algebra, *Computer Assisted Instruction, Mathematical Concepts, Mathematical Experience, Mathematics Instruction, *Program Evaluation, *Secondary School Mathematics, *Trigonometry

Suspecting that computer-assisted mathematics instruction helps students attain a higher level of achievement than normal instruction, the author conducted an experiment in two algebra-trigonometry classes. Fifty-one "middle ability" students were divided into two groups. The computer group used the computer both as a computational and teaching tool and as an experimental tool. The experiment revealed that the computer group had significantly higher achievement levels in: the treatment of exponential functions, logarithms, and trigonometric identities and formulas; the understanding of mathematical concepts and skills; and logic and reasoning ability. However, there was no significant difference between the groups in problem-solving ability or in the application of mathematical concepts. (MC)

ED 072 616 EM 010 679

Cory, Genevieve Hansen

The Relationship Between Televised Instruction and Cognitive Performance, Attitude Change, and Self-Reported Behavior Change in Sub-Groups With Varying Backgrounds and Characteristics.

Pub Date 72

Note—250p.; Thesis submitted to Stanford University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (microfilm $4.00, hardcopy $10.00)

Document Not Available from EDRS.

Descriptors—Adult Education, Attitudes, Behavior Change, Changing Attitudes, *Consumer Education, *Consumer Science, *Disadvantaged Groups, Discussion Groups, Doctoral Theses, Economically Disadvantaged, Instructional Television, Learning Characteristics, *Televised Instruction, *Unemployed

Six groups of disadvantaged, unemployed adults in vocational training centers were measured for cognitive performance gain, attitude change, and self-reported behavior change after a televised course in consumer information. The course consisted of 16 half hour programs which used a non-classroom format followed by discussions. General conclusions of the study were that community colleges can serve the disadvantaged using open-circuit television to give consumer information; televised instruction is acceptable to the disadvantaged; learning experiences at the receiving end should be adapted to groups and individuals; the severely disadvantaged seem "locked in" and need educational help beyond information; courses for the severely disadvantaged should be short; future research should probe characteristics of the disadvantaged and their learning patterns; and the development and refinement of consumer attitude measures should continue. (Author/SH)

ED 072 617 EM 010 684

Maddox, Brenda

Beyond Babel; New Directions in Communications.

Pub Date 72

Note—288p.

Available from—Andre Deutsch Limited Publishers, 105 Great Russell Street, London WC1B 3LJ, England (2.95 pounds sterling)

Document Not Available from EDRS.

Descriptors—*Cable Television, Communication (Thought Transfer), *Communication Satellites, *Technological Advancement, *Telecommunication, *Telephone Communication Systems

Concentrating on satellites, cable television, and telephones, this book describes the revolution now taking place in communications. As a result of this revolution, distance will no longer be a barrier to the exchange of ideas and information. One eventual effect of communications technology may be an end to dense population centers, as people communicate more and more by technology rather than in person. Many of the difficulties encountered by some earlier innovations in the field were caused by the lack of imagination of those in charge of implementing the technology. (JK)

ED 072 618 EM 010 686

Krasnow, Erwin G. *Longley, Lawrence D.*

The Politics of Broadcast Regulation.

Pub Date 73

Note—150p.

Available from—St. Martin's Press, Inc., 175 Fifth Avenue, New York, N.Y.10010 (hard back, $8.95, paperback, $3.95)

Document Not Available from EDRS.

Descriptors—Agencies, *Broadcast Industry, Federal Legislation, Government Role, Radio, Television

Identifiers—FCC, *Federal Communications Commission

The thesis of this book is that the Federal Communications Commission (FCC) is but one party in the development of broadcast regulations--it feels pressure from not only the industry and Congress but also the White House, citizen groups and the courts. Four major commission actions are analyzed in terms of those pressures. These actions are: the shift of FM from the 44 mhz range to the 98 mhz range in 1945; the development of an all-channel receiver bill of 1962 as a means of aiding UHF television; the abortive effort in 1963 to adopt the National Association of Broadcasters commercial limits as commission rules; and the establishment in 1970 of policy to aid license-renewal applicants who are faced with challenges by competing applicants--a policy subsequently overturned by the courts. (JK)

ED 072 619 EM 010 688

Kalba, Kas, Ed.

The Cable Fable.

Yale Univ., New Haven, Conn. Law School.

Pub Date 72

Note—105p.

Available from—Yale Review of Law and Social Action, Yale Law School, Box 87, New Haven, Connecticut 06520 ($4.00)

Journal Cit—Law and Social Action; v2 n3 Spr 1972

Document Not Available from EDRS.

Descriptors—*Cable Television, Citizen Participation, Community Antennas, Community Control, Costs, *Public Policy, *Technological Advancement, Television

Identifiers—CATV

An entire issue of the "Yale Review of Law and Social Action" has been devoted to 12 articles providing views on potential benefits and pitfalls of cable television in contrast to the picture provided by the Sloan Commission Report. The goal further unifying these articles is that of waging the argument for an expanded cable television policy. Issues discussed include technologies, costs, access to knowledge, ownership, access to the cable, and privacy. (RH)

ED 072 620 EM 010 695

Domestic Communications Satellites.

Columbia Univ., New York, N.Y. Network Project.

Pub Date Oct 72

Note—30p.

Available from—The Network Project, 102 Earl Hall, Columbia University, New York, N.Y. 10027 ($10.00 year/individuals; $25.00 year/institutions)

Journal Cit—Network Project Notebook; n1 October 1972

Document Not Available from EDRS.

Descriptors—Business Responsibility, *Communication Satellites, *Federal Laws, Governance, Information Networks, *Legal Responsibility, Mass Media, *Policy Formation, *Public Policy, Telecommunication, Telephone Communication Systems

Identifiers—*Federal Communications Commission

The June, 1972 Federal Communications Commission's (FCC) decision allowed an "open skies" policy in regard to domestic communication satellites and raised Liberal opposition to a situation where exclusive and unchecked communications power is now in the hands of private entrepreneurs, primarily the big Defense Department oriented aerospace contractors. This report briefly analyzes the implications of the landmark FCC decision. It also reviews the history and military development of domestic satellites and the business viewpoint toward them. The report is very critical of the FCC, claiming that its decision disregarded its public responsibility and implies that the FCC action represents a dereliction of duty--"that is, perhaps the greatest betrayal of the public interest in the history of American telecommunications." (MC)

ED 072 621 EM 010 706

Hull, Gary L.

A Comparative Study of Selected Ethnic Characteristics of Information Sources and Their Influence on the Receiver.

Kent State Univ., Ohio. Coll. of Education.

Pub Date Apr 73

Note—162p.; Paper presented at the Association for Educational Communications and Technology National Convention (Las Vegas, Nevada, April, 1973)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Bias, Caucasians, Classroom Communication, Communication (Thought Transfer), *Communication Problems, Elementary School Students, *Information Sources, Instructional Materials, Instructional Media, *Media Selection, *Negro Attitudes, *Racial Attitudes, Racial Factors, Racial Recognition, Reliability, Student Attitudes

The major interest of this study was to examine the interaction between selected ethnic cues in the aural and visual channels and the effect they have on student perception of an information source. Some 186 sixth grade students were divided equally along black and white racial lines into two groups and shown a filmstrip on drug abuse. Three identical filmstrips were assembled, using either a black, white, or integrated cast and narrated by either a distinctly black or white voice. Information retention was measured by a multiple choice test while subjective attitudes were measured by a semantic differential scale. Seven statistical hypotheses were generated and analyzed by a 3x2x2 multivariate analysis. Little significant difference was found in the effect of aural or visual cues on retention. However, the visual subjective attitudes showed that whites perceived information from all black casts to be less "expert" than information from all white or integrated casts. The author concluded that the effectiveness of a communication is at least partially determined by the ethnic characteristics of the source or receiver. (MC)

ED 072 622 EM 010 707

Sippl, Charles J. *Sippl, Charles P.*

Computer Dictionary and Handbook.

Pub Date 72

Note—778p.

Available from—Howard W. Sams & Co., Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 ($16.95)

Document Not Available from EDRS.

Descriptors—Analog Computers, Computer Oriented Programs, Computer Programs, *Computers, *Computer Science, *Dictionaries, Digital Computers, Electronic Data Processing, Flow Charts, Programing Languages, Technological Advancement

Designed to provide a useful tool for the instruction and increased awareness of the growing number of computer users throughout the world, this edition of the dictionary was based on an information search which provided 22,000 separate definitions and concept explanations. Appended are an introduction to computer system principles and procedures, descriptions of computer systems personnel, management science topics, transition criteria and procedures, model building techniques, operations research, mathematical definitions, statistical definitions, number systems, flowcharting, computer languages, acronyms and abbreviations, and speculations about the future of computers. (SH)

ED 072 623 EM 010 708
Stone, Robert R.
Public Broadcasting Service Participation in the NPACT Coverage of the Political Primaries and the Two and One Half National Conventions.
Pub Date Nov 72
Note—9p.; Paper presented at the National Association of Educational Broadcasters Annual Convention (48th, Las Vegas, Nevada, October 29-November 1, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Electronic Equipment, *Engineering, *Equipment Utilization, Public Affairs Education, *Public Television, *Video Equipment
Identifiers—National Public Affairs Center, *Public Broadcasting Service
Television coverage of the 1972 Presidential Conventions was a complicated, time consuming, exhausting and yet challenging task for the Public Broadcasting Service (PBS). Operating on limited funds and borrowed equipment, PBS had to literally throw together its operation in Miami Beach and still keep tabs on the candidates wandering around the country. The author, an engineering manager with KCET-TV in Los Angeles, outlines the engineering gymnastics that PBS had to go through to provide the coverage necessary. The video equipment, telephone communications, power requirements, and remote set ups are described in careful technical detail. (MC)

ED 072 624 EM 010 709
Heinberg, Paul
Creativity Games.
Pub Date 1 Sep 72
Note—24p.; Paper presented at the American Psychological Association National Convention (Honolulu, Hawaii, September 1, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Games, Creative Activities, Creative Thinking, *Discovery Learning, *Educational Games, Elementary Education, Instructional Systems, Learning Activities, *Sequential Learning
Identifiers—Hawaii
Learning systems or creativity games are innovative strategies for teaching a variety of subjects with maximum rewards for teachers and students alike. By definition, learning systems are in opposition to the conventional teaching formula. They are productivity rather than procedurally oriented, and they rely on discovery rather than reception learning. Learning systems have 3 characteristics: a productivity index (PI); rules; and roles. The PI is simply a measurement device for administrative evaluation. The rules insure an orderly progression through the learning sequences. And the roles are the designations the learner assumes as the system advances. Primarily the learner becomes not only the tutor and tutee, but also an evaluator and innovator. The attributes of learning systems vs. conventional methods are reviewed in this report, along with four learning systems which the speaker either developed or has used in elementary schools in Hawaii. (MC)

ED 072 625 EM 010 710
Best, Elowese
The Development of Visual Materials for CAI. Technical Memo 5.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—TM-5
Pub Date Aug 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Computer Graphics, Film Production, *Filmstrips, Graphic Arts, Input Output Devices, *Material Development, Photography, Programed Materials, Reprography, Visual Aids
Identifiers—*IBM 1512
User-originated 16mm filmstrips for use with an IBM 1512 computer-controlled rear screen projector can be made at half the commercial cost. This report describes the procedures necessary for preparing, photographing, and processing either a black-and-white or color filmstrip for a computer-assisted instruction program. Master preparation, typography, artwork, and photographic techniques are reviewed in a step-by-step manner. (MC)

ED 072 626 EM 010 711
Freed, Michele
Foreign Student Evaluation of a Computer-Assisted Instruction Punctuation Course. Technical Memo 6.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—TM-6
Pub Date Oct 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *English (Second Language), *English Instruction, Higher Education, *Language Programs, Program Evaluation, *Punctuation, Teaching Techniques, Undergraduate Study
Identifiers—*PUNCT
PUNCT, a computer-assisted instruction (CAI) course dealing with punctuation and usage was designed as a review course for college freshmen English students at the University of Texas. In 1971 forty foreign students registered to take PUNCT. This report summarizes the foreign students' reactions to the course, their suggestions for improving and expanding PUNCT, their experiences in the laboratory, and their progress in the course as revealed by personal interviews and computer user data files. The data indicate that foreign students can substantially improve their test performances in a short amount of time using this course. (MC)

ED 072 627 EM 010 712
Judd, Wilson A.
The University of Texas at Austin Computer-Assisted Instruction Laboratory: A Program of Research and Development. Technical Memo Number 7.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Pub Date Jul 72
Note—14p.; Paper presented at the International School on Computer in Education (Pugnochiuso, Italy, July 3-21, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Computer Based Laboratories, Computers, Educational Research, *Higher Education, Instructional Media, *Research and Development Centers
Identifiers—*Computer Assisted Instruction Laboratory, University of Texas at Austin
The history, facilities, management, research and development programs, curriculum, and future of the University of Texas Computer Assisted Instruction Laboratory are presented in this memo. Particular attention is paid to the research and development program which since 1967 has developed a wide variety of instructional applications. (MC)

ED 072 628 EM 010 713
Bunderson, C. Victor And Others
The Design of an Abstract Hierarchical Learning Task for Computer-Based Instructional Research. Technical Report Number 2.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date Aug 71
Note—25p.; ARPA Project on Cognitive Abilities and Learning
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Instructional Design, *Instructional Innovation, Research Design, Sequential Learning, *Task Analysis
A hierarchical learning task was designed and developed in accordance with an instructional design model to study questions concerning task structure, sequencing, and other instructional design variables. To provide control and generality, the learning task was based on an entirely imaginary science. (RH)

ED 072 629 EM 010 714
Bunderson, C. Victor And Others
The Interaction of Reasoning and Memory Abilities with Rule-Example Vs. Discovery Instruction in Learning an Imaginary Science. Technical Report Number 3.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date Aug 71
Note—22p.; ARPA Project on Cognitive Abilities and Learning
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Processes, Computer Assisted Instruction, *Discovery Learning, *Individual Differences, Instructional Design, Memory, Task Analysis, *Teaching Methods, Transfer of Training
Two experiments were conducted to investigate the relationships between individual difference variables and discovery vs. non-discovery instructional treatments in learning of an imaginary science. All subjects were able to learn the material, but presentation of examples and rules (non-discovery) led to more rapid learning. There was no difference between the two treatments on transfer to a higher-order task, although such a difference would have been predicted by the learning-by-discovery hypothesis. However, an interaction between treatment and reasoning ability combined with a floor effect on the number of examples to criterion measure leaves open the possibility that discovery learning may still show advantages, if only for individuals high in reasoning ability. (RH)

ED 072 630 EM 010 717
Culp, George
Computer-Assisted Instruction in Undergraduate Organic Chemistry: Design, Application, and Evaluation. Technical Report 10.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—TM-10
Pub Date Aug 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Chemistry Instruction, *Computer Assisted Instruction, Experimental Programs, Higher Education, Instructional Design, *Organic Chemistry, *Program Evaluation, *Undergraduate Study
Identifiers—University of Texas at Austin
The computer-assisted instruction (CAI) program in undergraduate organic chemistry at the University of Texas was evaluated by an experimental design in 1969 and found to be successful. This report discusses in detail the formation of the design, its application, and the method of evaluation. The program itself included 15 teaching modules that dealt with a variety of organic chemistry topics. (MC)

ED 072 631 EM 010 719
Edwards, Agnes Judd, Wilson A.
Evaluation of Care 1 For Projected Use at the University of Texas. Technical Report Number 12.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Jan 72
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Exceptional Child Education, Exceptional Children, *Inservice Teacher Education, Program Evaluation, Teacher Education
Identifiers—*CARE 1
Rather than adding more and more programs for special education and more and more special personnel, the new Texas State Plan for Special Education emphasizes attention to the needs of exceptional children within the normal classroom whenever possible. Part of this program is the inservice training of regular teachers so that they can provide the special help exceptional children need. While computer-assisted instruction might be an excellent mode of instruction for exceptional children, the course reported and evaluated here provided inservice training in special education for regular teachers. (RH)

ED 072 632 EM 010 720
Freed, Michele Bunderson, C. Victor
Development of an APL Program for Generating Punctuation and Usage Exercises in Freshman English. Technical Report Number 13.
Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Dec 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Freshmen, *Computer Assisted Instruction, *Computer Programs, *English Education, Language, Language Arts, Program Descriptions, *Punctuation

During the years 1968-1971, the Computer-Assisted Instruction Laboratory at the University of Texas at Austin has developed and implemented three major program designs for use in teaching English punctuation and usage. The initial design was a frame-by-frame approach in which each instruction was prepared by the author and coded separately. The second program took the parts of the original program that could be generalized (i.e., the sentences from the quizzes, exercises, and examples) and put them into sentence pools that were referenced by the program. The third program utilized the workable concepts of the second program, added to them, elaborated on them, and translated the entire program into APL (programing language). Comparisons among the features of the three versions are made, and an appendix provides a number of flow charts from the programs. (Author/RH)

ED 072 633 EM 010 721
Fine, Stephen Ronald
Learner Control Commands for Computer-Assisted Instruction Systems. Technical Report 15.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—TR-15
Pub Date May 72
Note—68p.; Thesis submitted to the University of Texas
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Autoinstructional Aids, Cognitive Processes, *Computer Assisted Instruction, Feedback, Independent Study, Individual Differences, *Individualized Instruction, *Instructional Design, Instructional Systems, *Programing, *Task Analysis
Identifiers—*Learner Control

Student control of computer-assisted instruction has a number of pragmatic advantages due to difficulties in providing a general program which is truly individualized. The attempt here has been to define and describe the commands which could be modified to provide learner control in any computer-assisted instruction course. Some of the commands are course-independent, and others will be dependent on the structure and content of the particular course involved. (RH)

ED 072 634 EM 010 722
Hansen, Joe B.
An Investigation of Cognitive Abilities, State Anxiety, and Performance in a CAI Task Under Conditions of No Feedback, Feedback, and Learner Control. Technical Report Number 16.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Nov 72
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Anxiety, Cognitive Ability, *Cognitive Processes, *Computer Assisted Instruction, Feedback, Independent Study, *Instructional Design, Memory, Performance Factors, Task Analysis, Task Performance

Ninety-eight undergraduate education majors received a battery of ability tests, measuring general reasoning, associative memory, and trait anxiety and were randomly assigned to three groups--no feedback, feedback, and learner control--for a computer-assisted instruction course on Xenograde systems (an imaginary science). Four state anxiety measures were taken: prior to the course, following the administration of stress instruction, at the mid-point, and at the end. Learner control subjects decreased more in state anxiety than those in the feedback condition, while no-feedback subjects remained high throughout. High anxiety subjects made more errors under the feedback condition than under no feedback. The feedback condition facilitated performance for high reasoning subjects, but impaired performance for low reasoning subjects. (Author/RH)

ED 072 635 EM 010 723
Judd, Wilson A.
Learner-Controlled Computer-Assisted Instruction.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Pub Date Jul 72
Note—21p.; Paper presented at the International School on Computer in Education (Pugnochiuso, Italy, July 3-21, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, *Computer Assisted Instruction, Independent Study, *Individual Differences, *Literature Reviews, Research Methodology, *Research Needs, Sequential Learning, Student Centered Curriculum

Research on which aspects of the instructional process are most appropriately placed under learner control is reviewed. The review covers representative experiments from the 1960's in brief and experiments at the University of Texas from 1970 to 1973 in more detail. Although it appears that learner control can be helpful in mainline computer-assisted instruction (CAI), the characteristics of its role have not yet been well defined. The research in general has been inconclusive, and further research should focus on individual differences in learner control. Few studies found the expected conclusion that learner control improves student attitudes; however, one study found that learner-control students have lower scores on a state anxiety scale. Future research will hopefully determine the conditions under which learner control would reduce student anxiety. Since learner control is not as simple an instructional treatment as was first imagined; well controlled laboratory tests, rather than extensive instructional sequences seem appropriate for the study of conditions under which learner control is appropriate in CAI. (JK)

ED 072 636 EM 010 724
Judd, Wilson A.
Computer-Assisted Instructional Systems for Higher Education: Problems and Prospects.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Pub Date Oct 71
Note—10p.; Paper presented at the EDUCOM Council Meeting (Columbus, Ohio, October 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Cost Effectiveness, Higher Education, Instructional Systems, Junior Colleges, Language Instruction, Program Descriptions, *Research and Development Centers
Identifiers—TICCIT Computer System

The Computer-Assisted Instruction (CAI) Laboratory at the University of Texas (UT) has two functions: doing research on improving CAI and also developing and implementing CAI at a university. The Lab uses an IBM 1500 instructional system. This system is flexible enough to be useful in research, but it is too small to support an extensive curriculum effort. Several factors have limited the growth of CAI at UT. Cost of producing and using CAI programs is too high. It cost $13,000 to develop an Arabic course, not counting the cost of evaluation. Also, the cost of terminal hardware and limited number of available terminals drives student-terminal-time costs to $5 an hour. Using CAI for undergraduate lower division courses would cut costs per student, but also would deprive graduate student teachers of income. As a result, the CAI Lab plans to work with MITRE Corporation to demonstrate cost-effective CAI at a junior college, which is thought to be a more fertile ground for CAI. The proposed system, TICCIT, is described here. (JK)

ED 072 637 EM 010 726
Reilly, Adam, Comp.
Current Film Periodicals in English. Revised Edition.
Educational Film Library Association, Inc., New York, N.Y.
Pub Date Jan 72
Note—25p.
Available from—Educational Film Library Association, 17 West 60th Street, New York, N.Y. 10023 ($2.00 prepaid)
Document Not Available from EDRS.
Descriptors—Aesthetic Education, *Annotated Bibliographies, Films, *Film Study, *Periodicals, Production Techniques

This bibliography of about 200 periodicals dealing with film covers several types of magazine: scholarly journals on film aesthetics, like "The Film Journal"; news notes for movie fans, like "Film Nut News"; magazines which cover films as well as the other arts, like "Cue" and "After Dark"; film education periodicals, like "Media and Methods"; production technique journals, like "Making Films in New York"; and film business publications like "Variety." However, movie gossip magazines like "Photoplay" and "Modern Screen" are not included. For each magazine, subscription information, description of typical contents, and advice to prospective contributors is included. Lists of periodicals recommended for large and small libraries are given. (JK)

ED 072 638 EM 010 727
The Selling of Cable Television 1972.
National Cable Television Association, Inc., Washington, D. C.
Pub Date Jul 72
Note—365p.; Transcript of NCTA Marketing Workshop (Denver, Colorado, July 20-22, 1972)
Available from—National Cable Television Association, Inc., 918 Sixteenth Street, N. W., Washington, D. C. 20006 ($2.95)
Document Not Available from EDRS.
Descriptors—Broadcast Industry, *Cable Television, Commercial Television, Community Antennas, *Marketing, Media Technology, Merchandising, *Publicize, Public Relations, *Salesmanship, Television Surveys, Workshops
Identifiers—*CATV

The 1972 Cable Television Marketing Workshop reviewed in depth a wide variety of marketing and public relations techniques as they pertain to cable television. The workshop was attended by representatives of commercial television systems throughout the United States; it was intended to disseminate the sales and marketing experience of those systems. The workshop relied on an "expert" panel type format for each of the 13 subject areas. The topics for discussion included: marketing campaigns; marketing-operations relationships; public relations; direct mail campaigns; sales teams and direct sales; commercial marketing; two-way services; and pay television. A case study of a marketing campaign in a top-100 market was presented. (MC)

ED 072 639 EM 010 728
Cavert, C. Edward
Instructional Television Service in the United States; A Composite Profile.
Nebraska Univ., Lincoln. Great Plains National Instructional Television Library.
Pub Date Oct 72
Note—53p.; Report of the National Programming Service Survey of Instructional Television
Available from—Great Plains National ITV Library, P.O. Box 80669, Lincoln, Nebraska 68501 ($1.65)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cable Television, Comparative Analysis, *Educational Television, Financial Support, Fixed Service Television, *Instructional Television, Media Selection, National Surveys, *Profile Evaluation, Program Content, Program Design, *Programing (Broadcast), *Statistical Surveys, Television

A national survey of instructional television (ITV) service was condicted by questionnaire in May, 1972. Some 1,331 ITV locations were surveyed and 356 responded (26.7%). The survey sought to answer a variety of questions pertaining to the overall status of ITV in the U.S. so that national policy makers could get some idea of the national programing practices. Five areas were investigated: 1) administrative and operational environment; 2) production; 3) classroom use; 4) program assessment and evaluation; 5) content design, accountability and performance. The survey broke down the responses to reveal data on broadcasters, schools, universities, fixed service facilities, and cable television. No statistical analysis is presented, only raw percentages. (MC)

ED 072 640 EM 010 729
Miller, Tony Miller, Patricia George
"Cut! Print!" The Language and Structure of Filmmaking.
Pub Date 72
Note—188p.

Available from—Ohara Publications, Inc., 5650 West Washington Blvd., Los Angeles, California 90016 ($5.50)
Document Not Available from EDRS.
Descriptors—Budgets, *Film Production, Films, Film Study, *Glossaries
Most of this book is a glossary of film production terms. Many of the terms are technical ones, defined here in a non-technical way, and other terms are film-makers' slang, e.g., "bananas on bananas," "kill the baby." Briefer sections present production charts, which explain what film personnel are involved in various stages of shooting and post-production work, and budget charts, which help producers estimate the cost of production. The book is oriented to the film studio, rather than to independent production. (JK)

ED 072 641 EM 010 731
Fletcher, J. D. And Others
Computer-Assisted Instruction for the Deaf at Stanford University. Annual Report.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—14-2280
Pub Date 8 Jan 73
Grant—OEG-0-70-4797(607)
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annual Reports, *Computer Assisted Instruction, Curriculum Development, *Deaf Children, *Deaf Education, Formative Evaluation, Individualized Instruction
Identifiers—Stanford University
The 1971-1972 annual report on Stanford University's project to develop and research computer-assisted instruction curricula for deaf students describes the full range of project activities for the year. The programs available to the schools are described, along with the participating systems and research conducted during the year to improve the courses. (RH)

ED 072 642 EM 010 732
Feldt, Allan G.
Clug; Community Land Use Game. Player's Manual with Selected Readings.
Pub Date 72
Note—225p.
Available from—The Free Press, 866 Third Avenue, New York, N.Y. 10022 ($4.95, including Instructor's Manual on adoption of Participant's Manual)
Document Not Available from EDRS.
Descriptors—City Planning, Economics, *Educational Games, Environmental Education, Games, Geography, *Land Use, *Manuals, Real Estate, *Regional Planning, Simulation, Sociology, Urban Areas, *Urbanization
CLUG (Community Land Use Game) is designed to provide players with an understanding of several underlying factors affecting the growth of an urban region. It has been used with players from junior high to graduate school and also with non-students. It unites concepts from sociology, economics, and geography. Players invest in land, construct buildings of various types, and seek ways to fit their investments into the evolving local economy to make a return on investments. Players compete with each other, but also learn to cooperate with each other for some purposes. The package includes rules and strategies for players, readings which pertain to issues highlighted in the game, and an instructor's manual. A series of "experiments" modifies the basic rules of the game and allows players to explore systematically the effects of urban phenomena like municipal finance, land use regulation, and environmental pollution. (JK)

ED 072 643 EM 010 733
Smith, Patrick E. And Others
The Use of Inferred Objectives with Instructional Films.
Arizona State Univ., Tempe. Coll. of Education.
Spons Agency—Aerospace Medical Div. (Air Force), Brooks AFB, Tex.
Pub Date Apr 73
Note—14p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Las Vegas, Nevada, April 8-13, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Educational Objectives, *Educational Strategies, *Instructional Design, *Instructional Films, Teaching Procedures
The popular belief that providing learners with a list of the behavioral objectives for a set of instructional materials will increase their learning from the material was unsuccessfully challenged by this brief experiment. Sixty-four university students enrolled in an audiovisual education course were divided into 4 groups. Each group was presented either with all the objectives, a partial list of objectives, or no objectives at all prior to the viewing of the film. After seeing the film the groups were tested. The results unequivocally supported the facilitating role of pre-instructional presentation of objectives on the post-instructional learner attainment objectives. The explanation of this phenomenon was that the presentation of objectives enabled the learner to focus his attention on relevant material. (MC)

ED 072 644 EM 010 736
Handbook; Recommended Standards and Procedures for Motion Picture Laboratory Services. Third Edition.
Association of Cinema Labs., Alexandria, Va.
Pub Date 72
Note—60p.
Available from—The Association of Cinema Laboratories, Inc., 901 North Washington Street, Alexandria, Virginia 22314 ($3.00)
Document Not Available from EDRS.
Descriptors—*Film Production, Film Production Specialists, *Guides, Photographic Equipment, Photography, *Production Techniques, Standards
The Association of Cinema Laboratories, Inc., has compiled this handbook to acquaint the users of motion pictures laboratory services with terminology, pre-print preparation, and procedures which have become standard in the industry. The handbook offers detailed, non-technical explanations of how to prepare films for the laboratory. It also includes flow charts which show the stages various types of film go through in being printed. (JK)

ED 072 645 EM 010 738
Smode, Alfred F.
Training Device Design: Human Factors Requirements in the Technical Approach. Technical Report.
Naval Training Equipment Center, Orlando, Fla.
Report No—NAVTRAEQUIPCEN-71-C-0013-1
Pub Date Aug 72
Note—293p.; Prepared under contract by Dunlap and Associates, Inc., Darien, Conn. See also ED 057 606
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Design Needs, Equipment Evaluation, Evaluation Criteria, *Evaluation Techniques, Guidelines, *Human Engineering, Information Needs, Input Output Devices, *Military Training, Physical Design Needs, *Simulators
Guidelines are presented for achieving the human factors inputs to the TA (Technical Approach) in the design process. (For each Navy training device, a TA determination provides for the evolution of the necessary technology.) A method is described which allows correlation of instructional requirements with engineering design solutions. The three major sections are: 1) techniques for deriving the information requirements relative to achieving simulation fidelity in trainee station design; 2) procedures for deriving the information requirements involved in setting up, controlling, monitoring, and evaluating performance at the instructor station; and 3) human factors test and evaluation requirements in the training device acceptance process. These are organized to assist the human factors specialist in determining that the device performs as advertised. (Author/JK)

ED 072 646 EM 010 739
King, Barry C. Fowler, Frank D.
Relative Effectiveness of Two and Three Dimensional Image Storage Media. Technical Report.
Naval Training Equipment Center, Orlando, Fla.
Report No—NAVTRAEQUIPCEN-70-C-0238-1
Pub Date Sep 72
Note—128p.; Prepared under contract by Martin Marietta Corporation, Orlando, Fla
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Comparative Analysis, *Flight Training, Military Training, Navigation, *Simulators, *Stereopsis, *Visual Aids, Visual Perception
In the design of visual simulation equipment for training systems, one key decision is the nature of the image storage medium to be used. One consideration in this complex issue is the adequacy of the depth cues which can be derived from imagery based on two- rather than three-dimensional sources. Although motion parallax is a relatively minor cue, it is the essential difference between imagery derived from two- and three-dimensional sources. This study was designed to investigate the role of motion parallax in the perception of apparent depth on a dynamic television display. Subjects were tested on their ability to perceive dimensionality as a function of altitude. The results showed that motion parallax provides a useful cue to depth only at very close ranges. It was concluded that for training problems which require simulation of television navigation and/or targeting imagery there is little or no advantage in the more expensive three-dimensional image storage devices for altitudes above 750 feet. (Author/JK)

ED 072 647 EM 010 740
Development of Multimedia, Self-Instructional, Study Units. Fourth Annual Progress Report, April 1, 1972 Through December 8, 1972.
Maryland Univ., Baltimore. School of Nursing.
Spons Agency—Public Health Service (DHEW), Arlington, Va. Div. of Nursing.
Pub Date 8 Dec 72
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, *Autoinstructional Aids, Curriculum Development, Educational Technology, *Independent Study, *Medical Education, *Multimedia Instruction, *Nursing, Program Descriptions, Unit Plan, Units of Study (Subject Fields)
The fourth annual progress report of this multimedia, self-instructional nursing education program is presented. Accomplishments are outlined, and the current state of the project is described. Also included are sections on the probability of attaining objectives, the impact of the project, and publications. Appended are descriptions of the study units which have thus far been developed and various other supplementary materials. (SH)

ED 072 648 EM 010 741
Blum, Ronald, Ed.
Computers in Undergraduate Science Education. Conference Proceedings.
Commission on Coll. Physics, College Park, Md.
Pub Date 71
Note—489p.; Proceedings of the Working Conference on New Instructional Materials (Chicago, Illinois, August 17-21, 1970), held under the auspices of CCP and the Illinois Institute of Technology
Available from—AIP Information Pool, P. O. BOX 617, Stony Brook, New York 11790
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Analog Computers, College Mathematics, Colleges, College Science, *Computer Assisted Instruction, Computer Graphics, Computers, *Computer Science, *Conference Reports, Instructional Technology, Junior Colleges, Mathematics Education, *Science Instruction, Simulation, *Undergraduate Study
Six areas of computer use in undergraduate education, particularly in the fields of mathematics and physics, are discussed in these proceedings. The areas included are: the computational mode; computer graphics; the simulation mode; analog computing; computer-assisted instruction; and the current politics and management of college level computer installations. The participants generally concurred that aside from the high cost of hardware, the major problem is the lack of widely available textual materials that are computer oriented. The conference was held in 1970 and was attended by nearly 400 scientists and college level teachers. (MC)

ED 072 649 EM 010 742
Staffing and Training for Educational Closed-Circuit Television. Working Paper 7.
National Council for Educational Technology, London (England).
Pub Date 71
Note—32p.
Available from—Books for Schools Limited, Councils and Education Press, Ltd., 10 Queen Anne Street, London W1M 9LD, England (80 pence English)
Document Not Available from EDRS.

Descriptors—*Closed Circuit Television, Inservice Education, *Job Skills, *Job Training, Media Specialists, *Personnel, Personnel Needs, Preservice Education, *Professional Training, Vocational Education
Identifiers—*Great Britain
A committee drawn from two British organizations, the National Educational Closed-Circuit Television Association and the Association of Cinematograph Television and Allied Technicians, submitted a report on the question of training at all levels for personnel engaged in closed circuit television and allied fields. The report defines several kinds of jobs: head of unit, television engineering, television production, graphics, and film production. For each of these categories, a key list of tasks is compiled, and the distribution of those tasks among the typical staff of a unit is analyzed. For each staff post, the usual duties and training requirements are specified, including background and relevant work experience, previous training and qualifications, and in-service training. Various recommendations for in- and pre-service training courses are made. As the report concerns British television, some of the references are relevant only to that country. (JK)

ED 072 650 EM 010 756
Herner, Saul, Ed. Vellucci, Matthew J., Ed.
Selected Federal Computer-Based Information Systems.
Information Resources Press, Washington, D.C.
Pub Date 72
Note—215p.
Available from—Information Resources Press, 2100 M Street, N.W., Washington, D.C. 20037 ($24.95)
Document Not Available from EDRS.
Descriptors—*Computer Oriented Programs, Computer Programs, Computers, Computer Storage Devices, Federal Programs, Flow Charts, *Information Networks, Information Retrieval, Information Services, Information Storage, *Information Systems, Information Utilization, Program Descriptions
Reflecting recent developments in computer-based information systems, this book consists of verbal and flow-charted descriptions of 35 exemplary federal systems. They are arranged by government agency, with each description providing background information, discussions of current operations, and future plans. (SH)

ED 072 651 EM 010 761
Agel, Jerome
Is Today Tomorrow? A Synergistic Collage of Alternative Futures.
Pub Date 72
Note—192p.
Available from—Ballantine Books, Inc., 101 Fifth Avenue, New York, N.Y. 10003 ($1.95)
Document Not Available from EDRS.
Descriptors—*American Culture, *Cultural Environment, *Cybernetics, *Experimental Curriculum, Human Engineering, Industrialization, Philosophy, Social Change, Socialization, *Technological Advancement, Technology
Identifiers—*Future Shock, Toffler (Alvin)
While sarcastically criticizing and exposing the contradictions in the American Dream, the author pursues a variety of contemporary topics of social and cultural interest. Today is already tomorrow, he concludes, and we had better be ready to face the new culture head-on. After the groundwork to that premise has been laid, the author questions a variety of experts in education soliciting their opinions on the question, "Can our children handle the curricula of the future?" Of course most everyone agrees that, "Yes, they can." That positive response leads into the final portion of the book, a teacher's guide to the classroom use of Alvin Toffler's book "Future Shock," complete with discussion topics and avant-garde projects. (MC)

ED 072 652 EM 010 762
Dunn, Thomas G. Hansen, Duncan
Learning by Graphics: Translating Verbal Information Into Graphic Network Formats. Tech Memo Number 60.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—CAI-TM-60
Pub Date 1 Aug 72
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Charts, Computer Assisted Instruction, Critical Path Method, Diagrams, Graphs, Learning Modalities, *Performance Factors, Programed Instruction, Research Needs, Sex Differences, *Visual Aids, *Visualization, *Visual Learning
Identifiers—PERT
Visuals, like pictures, charts, diagrams, graphics, and the like, are widely used in education. However, there is little justification in the research literature for their use. The overall purpose of this exploratory study was to find out more about the processing of visuals or graphics in an educational task. Specifically, it was thought that prior knowledge of PERT (Critical Path Method) would facilitate the task of matching paragraphs to PERT networks. One group (prior knowledge) read a programed instruction (PI) text of PERT before going through a computer-assisted instruction (CAI) task. Another group (no prior knowledge) did the task before reading the text. Analysis of variance (ANOVA) did not show that knowledge of PERT helped performance. However, a group-by-sex ANOVA on proportion correct showed females performing better than males. Results were most valuable in pointing the way to further research dealing mainly with the meaningfulness of graphics or visuals. (JK)

ED 072 653 EM 010 764
Tobias, Sigmund And Others
Latency and Test Anxiety. Tech Memo Number 56.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date 1 Aug 72
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, Comparative Analysis, Computer Assisted Instruction, *Performance Factors, *Reaction Time, *Testing Problems
This study sought to test the interpretation that high test anxiety subjects performed more poorly on difficult material because they divided their attention between personally relevant and task relevant concerns to a greater degree than did low anxiety individuals. It was reasoned that such division of attention ought to require more time for high anxiety students on difficult items and hence should result in higher response latency. A mathematical aptitude test containing both easy and difficult items was administered to 80 subjects. Analysis of variance indicated that high anxiety students performed more poorly on the difficult sections than low anxiety individuals. However, the latency data failed to confirm the hypotheses. (Author)

ED 072 654 EM 010 770
Kromhout, Ora M.
Effect of Computer Tutorial Review Lessons on Exam Performance In Introductory College Physics. Tech Memo Number 64.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date 1 Oct 72
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement, *College Science, Comparative Analysis, *Computer Assisted Instruction, *Intermode Differences, *Physics Instruction, *Review (Reexamination), Student Developed Materials, Student Volunteers, Tutorial Programs
Computer tutorial review lessons for a one-quarter lecture course in introductory college physics have been developed and used by approximately 500 students, on a voluntary basis, over a period of several years. The investigation reported here shows that the exam grades of students who used the computer materials are significantly higher (.01 level) than the class as a whole, if results from sections are pooled. Evidence is presented to show that the results are not primarily due to a factor of selection because of the voluntary basis for participation. (Author/JK)

ED 072 655 EM 010 772
Reich, Carol Meisner, Alan
A Comparison of Colour and Black and White T. V.
Toronto Univ. (Ontario).
Pub Date Oct 72
Note—33p.; Report 110
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Closed Circuit Television, Color Presentation, *Color Television, *Communication (Thought Transfer), Comparative Analysis, Educational Psychology, Educational Television, *Instructional Television, *Intermode Differences, Student Attitudes, Television, Television Research
Identifiers—*Canada
The relative educational effectiveness of color vs. black and white television has not been exhaustively explored. While previous studies have concentrated on the factual retention of subject matter--bypassing the subjective attitudes--this study was designed to thoroughly analyze both areas. Using Osgood's Semantic Differential and the Liking Scale, the researchers tested 12 seventh grade classes at experimental Toronto schools. A ten-item multiple choice test was used to measure retention. The classes were divided into color and black-and-white television groups. The study found that there was little evidence that color was a different instructional medium from black and white. The data suggested that color may reduce the value of the spoken word and consequently make color a valuable medium when the material to be taught involves visual experience or a dramatic event. (MC)

ED 072 656 EM 010 773
Dobosh, O. Wright, E. N.
Television Utilization.
Toronto Univ. (Ontario).
Pub Date Dec 72
Note—42p.; Report 111
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Color Television, *Educational Television, Films, Instructional Films, *Instructional Television, Programing (Broadcast), *Student Attitudes, *Teacher Attitudes, Televised Instruction, Television Research, Television Surveys, *Use Studies
Identifiers—*Canada
The utilization of educational television (ETV) in schools can be ascertained by considering the teacher training in ETV, the extent of access to ETV, the student reaction, and the programing. Using a questionnaire survey method combined with detailed ETV logs, this study was able to analyze both ETV and film utilization in 13 elementary and secondary schools in the Toronto area. The data analysis revealed very great differences among teachers in their use of both film and television. This finding proved that simply providing access to ETV did not necessarily mean utilization would follow. The teachers' previous habits towards ETV were the deciding factor on the utilization, be it black-and-white or color. The research also showed that though a large number of color sets were available a sizeable proportion of teachers and students did not feel color television added that much to the programing. In conclusion the study suggested that an equitable distribution of television sets is not the best way to increase utilization. (MC)

ED 072 657 EM 010 775
Lushene, Robert E. And Others
Equivalent Validity of a Completely Computerized MMPI. Tech Memo Number 48.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date 20 Apr 72
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, *Comparative Analysis, *Computer Assisted Instruction, *Intermode Differences, Psychological Testing, *Testing, *Test Validity
Identifiers—*Minnesota Multiphasic Personality Inventory
Within the context of a counterbalanced design, 63 female students were tested with a computerized Minnesota Multiphasic Personality Inventory (MMPI) and a group booklet mode of administration. State anxiety was measured be-

fore and after each testing session. The correlation between the computer-based MMPI scale scores and the booklet administration scores were shown to be as high as or higher than the correlations reported for comparisons between booklet and card form administrations of booklet-booklet administrations for a college population. When compared to the booklet version, the computer mode initially produced relatively high state anxiety levels. By the end of the test, however, no difference in state anxiety levels between the two modes of administration was found. (Author)

ED 072 658 EM 010 776

Bush, George P., Ed.

Technology and Copyright: Annotated Bibliography and Source Materials.

Pub Date Oct 72

Note—450p.

Available from—Lomond Systems, Inc., Mt. Airy, Maryland 21771 ($14.50; MF $9.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, Cable Television, Community Antennas, Computers, *Copyrights, Court Litigation, Information Systems, Legal Problems, *Media Technology, Reference Books, *Reprography, Technological Advancement, Technology

The objective of this book is to present selected reference and extensive resource materials in the narrow field of the impact of technology upon copyright, with special attention to the revision process presently in progress. The first section of the book is a bibliography, with brief annotations, of about 300 references, most of them from periodicals and most of them dating from 1966 to 1972. The resource materials in the second section consist of 19 articles that discuss various aspects of the conflict between dissemination through advanced technology and protection of authors' and publishers' rights. These articles examine the relationship of copyright and photocopying machines, computers, information systems, and cable television. (JK)

ED 072 659 EM 010 780

Klasek, Charles B.

Instructional Media in the Modern School.

Pub Date 72

Note—102p.

Available from—Professional Educators Publications, BOX 80728, Lincoln, Nebraska 68501 ($1.75)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Cable Television, Communication Satellites, Computer Assisted Instruction, Fixed Service Television, *Individualized Instruction, Instructional Materials Centers, *Instructional Media, Instructional Technology, Instructional Television, *Media Selection, *Student Centered Curriculum, *Systems Approach

The "modern school" is sensitive to change, aggressive in its employment of instructional technology, yet totally responsive to and concerned about the individual. Student-centered learning can flourish through use of a systems approach, which can also move media and materials from their present peripheral role in education to an integral position in the learning process. To make effective use of media, teachers must be aware of the vast array of sources of media, establish criteria for the selection of media, evaluate media in terms of their ability to help meet objectives, and then use the media properly. Instructional television, cable television, and instructional television fixed services also offer many possibilities for use in the schools. Resource centers, computers, and satellites also hold much promise. (JK)

ED 072 660 EM 010 781

Hartley, J., Ed.

Strategies for Programmed Instruction: An Educational Technology.

Pub Date Sep 72

Note—231p.

Available from—Crane, Russak and Company, Inc., 52 Vanderbilt Avenue, New York, N.Y. 10017 ($13.75)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Branching, Case Studies, Educational Research, Educational Strategies, Educational Technology, *Evaluation Methods, Guides, Linear Programming, *Programed Instruction, Programed Materials, *Task Analysis, *Teaching Methods, Training

The purpose of this book is to compare, contrast, and evaluate various strategies of programed instruction (PI). The underlying view is that programed instruction implies a systematic methodological approach to education and training, an approach which bases its decisions on facts rather than value judgements. Several strategies for task analysis are recommended. Two basic presentation strategies (configurationist or stimulus-centered strategies, as found in branching and adjunct programs, and connectionist or response-centered strategies, as found in linear programs) are reviewed. The section on evaluation covers the main procedures of that task: validation, empirical testing, and revision of programs. Other chapters review research on PI, present a case history which illustrates the main procedures discussed earlier in the book, and give a guide to choosing and using PI. (JK)

ED 072 661 EM 010 782

Cable Television Report and Suggested Ordinance.

League of California Cities, Sacramento.

Pub Date Sep 72

Note—82p.

Available from—League of California Cities, 1108 "O" Street, Sacramento, California 95814 ($10.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cable Television, City Officials, Community Antennas, *Laws, *Legal Responsibility, Legislation, *Local Government, *Municipalities, Television

Identifiers—*California, CATV

Guidelines and suggested ordinances for cable television regulation by local governments are comprehensively discussed in this report. The emphasis is placed on franchising the cable operator. Seventeen legal aspects of franchising are reviewed, and an exemplary ordinance is presented. In addition, current statistics about cable franchising in California are given. The guide is intended for mayors, councilmen, chief administrative officers, and city attorneys. (MC)

ED 072 662 EM 010 784

Fabun, Don, Ed.

Telecommunications: One World-Mind. Kaiser News.

Kaiser Aluminum and Chemical Corp., Oakland, Calif.

Pub Date 71

Note—41p.; Markets of Change Number Six

Available from—Jack Witmer, Benziger, Bruce & Glencoe, 8701 Wilshire Boulevard, Beverly Hills, California 90211 ($1.25)

Document Not Available from EDRS.

Descriptors—*Animal Behavior, *Communication (Thought Transfer), Computer Graphics, Entomology, Film Study, Holography, Lasers, Mass Media, *Media Technology, *Nonverbal Communication, Technological Advancement, *Telecommunication, Three Dimensional Aids

Until a few years ago, the concept of communication was restricted to conventional means: words and media. But recent research has discovered unusual means of communicating, both between animals, between humans, and between humans and animals which are fascinating and may offer hope for the future of man. This research, described in journalistic style, includes communication between ants and beetles, among whales, and among dolphins. The capacities of these creatures must throw doubt on people's usual preconception that man is the king of the earth. Among humans, study of nonverbal communication and development of new kinds of technology, such as synaesthetic cinema, electronic video recording, the laser, holography, plasma/liquid crystals, and computer graphics, all suggest that the word, which has been predominant for so long, may soon be superseded by the image. One final area, extra-sensory perception, is also gaining scientific respectability. "The human documentation of ESP appears to be at least as sound as the evidence, say, for the existence of the atom. . ." All these modes of communication suggest that our previous view of the world has been far too rigid to encompass all its possibilities. (JK)

ED 072 663 EM 010 785

Fabun, Don, Ed.

On Education. Kaiser Aluminum News.

Kaiser Aluminum and Chemical Corp., Oakland, Calif.

Pub Date 67

Note—31p.; Volume 25, Number 1, 1967

Available from—Kaiser Aluminum and Chemical Corporation, 300 Lakeside Drive, Oakland, California 94604 (Single copies available free)

Document Not Available from EDRS.

Descriptors—Affective Behavior, *Business Responsibility, *Computer Assisted Instruction, *Education, *Educational Innovation, *Individualized Instruction, Instructional Innovation, Nongraded Classes, Schedule Modules

Education in America is still dominated by anachronisms, including the fixed 8:30 to 3:00 day, the lock-step grade level, the use of grades, the belief that students must learn from adults rather than students, that students and adults learn together, and especially a concern with the quantities of education rather than the qualities of education. However, several hopeful signs of change have appeared, such as the modular schedule, the non-graded classroom, computer-assisted instruction, an emphasis on cooperation instead of competition, and humanistic, affective education, such as that developed at Esalen Institute. These and other innovations may yet bring about an individualized education, in which each student has his own curriculum. Business and industry have a substantial stake in the improvement of education, since their future employees and customers come from schools and colleges. In fact, a merger of industry and education would benefit both parties. (JK)

ED 072 664 EM 010 786

Friedman, Max J.

Feasibility Study: Instructional Television System 2500 MHz "ITFS".

Northeastern Educational Intermediate Unit, Scranton, Pa.

Pub Date Sep 72

Note—64p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Television, *Feasibility Studies, *Fixed Service Television, *Instructional Television, Surveys, Televised Instruction, *Video Equipment

Identifiers—*Pennsylvania

The feasibility study for implementing an instructional fixed service television (ITFS) system in the Northeastern Educational Intermediate Unit 19 School District of Scranton, Pennsylvania was based on 25 questionnaires sent to already existing ITFS systems. Basically the study contained the responses to the questionnaire with ITFS operators explaining the advantages and problems of their particular type of system. The study was only concerned with those systems that operated in the 2500 MHz band. This study concluded by recommending that the district make the necessary technical and financial arrangements to install an ITFS system. (MC)

ED 072 665 EM 010 824

Pilnick, Carl Glixon, Harry R.

A Primer on Telecommunications in Education. Part of: A Planning Document for the Establishment of a Nationwide Educational Telecommunications System.

Synergetics, Inc., Washington, D. C.

Spons Agency—National Center for Educational Technology (DHEW/OE), Washington, D. C.

Pub Date Mar 72

Contract—OEC-0-71-3955(099)

Note—406p.; See also ED 060 395 and ED 060 396

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Audio Equipment, Audiovisual Instruction, Cable Television, Computer Assisted Instruction, Cost Effectiveness, Educational Change, *Educational Improvement, Educational Objectives, Educational Technology, *Instructional Systems, *Instructional Technology, Instructional Television, Surveys, *Technological Advancement, *Telecommunication, Video Tape Recordings

Intended as a general reference handbook for those concerned with applying telecommunications technology to the process of education, this survey focuses on the use of the technology rather than the technology itself. It reviews engineering or technical aspects to provide sufficient background to permit the reader to evaluate each component or system with respect to educational objectives. It also provides relevant cost and coverage data which will assist in developing the foundation for more effective application of telecommunications. In addition, the volume provides descriptions of the components and

techniques used in educational telecommunications; it reviews the carrier and distribution subsystems available for transmission; it offers examples of integrated educational systems; and it forecasts trends, future applications, and projected evolutionary telecommunications networks. (Author/SH)

ED 072 666 EM 010 829
Fabun, Don
Dimensions of Change.
Kaiser Aluminum and Chemical Corp., Oakland, Calif.
Pub Date 71
Note—230p.
Available from—Glencoe Press, 8701 Wilshire Blvd., Beverly Hills, California 90211
Document Not Available from EDRS.
Descriptors—Changing Attitudes, *City Problems, Communication (Thought Transfer), *Ecology, *Energy, Food, Housing, Institutional Role, Social Change, *Social Problems, Technological Advancement, *Technology, Telecommunication, Transportation

When six crucial problem areas--ecology, shelter, energy, food, mobility, and telecommunications--were investigated to learn whether there are technological solutions to these problems, the results were discouraging. That is, there are technological solutions to many of these problems, but in none of these fields, with the possible exception of communications, are they being used in any significant way, nor is there any indication that they might be in the next three decades. The reason for this situation appears to be that the imposition of institutions--governmental, religious, educational, and corporative--which were formed in agrarian times, does not allow a technological solution to function anywhere nearly as efficiently as it could. This book takes the form of six essays, put together in college style, incorporating graphics and quotations as well as text. The sixth essay, "Telecommunications," is discussed more fully in EM 010 784. (JK)

ED 072 667 EM 010 830
Zuckerman, David W. Horn, Robert E.
The Guide to Simulations/Games For Education and Training. Second Edition.
Information Resources, Inc., Cambridge, Mass.
Pub Date 73
Note—501p.; With A Basic Reference Shelf on Simulation and Gaming by Paul A. Twelker and Kent Layden
Available from—Information Resources, Inc., P.O. BOX 417, Lexington, Massachusetts 02173 ($17.00)
Document Not Available from EDRS.
Descriptors—Business Administration, *Catalogs, City Problems, Ecology, *Educational Games, Foreign Relations, General Education, Geography Instruction, *Guides, Health Education, History Instruction, Language Skills, *Management Games, Mathematics Instruction, Politics, Science Education, *Simulation, Skill Development, Social Studies, Sociology, Training

This guide gives complete information on 613 games and simulation games. In addition, there is a supplementary list of 473 more items which are in development, discontinued, or about which more information is needed. The book is edited for the potential game user, rather than the theoretician or creator. Games are organized by subject, including business, domestic politics, ecology, economics, education, general science, geography, health care, history, international relations, language skills, mathematics, practical economics, self development, skill development of various kinds, social studies, sociology, urban/community issues, and special interest. For each game, this information is given: playing data (age level, number of players, playing time, preparation time, prerequisites), materials needed, comments, a summary description (roles, objectives, decisions, purposes), cost, and producer. Several articles about games and simulations are included, asell as an index and information about a forthcoming edition. (JK)

FL

ED 072 668 FL 002 242
Hill, L. A.
Programmed English Course: Stages 1-6, Pupil's Book.
Pub Date 69
Note—174p.; Preliminary edition
Available from—Oxford University Press, 200 Madison Avenue, New York, N. Y. 10016 ($1.60)
Document Not Available from EDRS.
Descriptors—*English (Second Language), Grammar, *Instructional Materials, Language Instruction, *Programed Instruction, *Programed Texts, Second Language Learning, *Teaching Methods, Textbooks, Vocabulary

This programed textbook uses drawings of objects and people as it introduces basic vocabulary and grammatical patterns for the student of English as a second language. The 149 steps in the book progress through a variety of patterns including negatives, questions, and commands. Present and present progressive action verbs are included. Forms of the verb "to be" are used extensively. (VM)

ED 072 669 FL 003 466
van der Westhuijzen, Leo
Zum Ausspracheunterricht auf kontrastiver Basis (Pronunciation Instruction on a Contrastive Basis).
Sudafrikanischer Germanistenverband, Johannesburg (South Africa).
Pub Date 72
Note—8p.
Journal Cit—Deutschunterricht in Sudafrika; v3 n1 p3-10 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Contrastive Linguistics, *German, Interference (Language Learning), *Language Instruction, Language Patterns, Phonemics, Phonology, *Pronunciation Instruction, Second Language Learning
Identifiers—*South Africa

This article makes two points about foreign language: (1) proper pronunciation is indispensable to initial accuracy and comprehension, as well as to later study of literature and culture; and (2) the best approach to pronunciation is based on the native language as a contrastive model. Taking as an example the learning of German by Afrikaans-speaking South African students, the author claims that patterns in the mother tongue are too pervasive to be ignored, and so they must be exploited by the construction of a relative phonology which points up differences between the two languages. No matter what the system of instruction and regardless of the native tongue, this method is applicable, although the phonological differences will of course vary from language to language. Once the contrastive approach is adopted, the student will more easily be able to master sounds foreign to his ear and will also have a better understanding of patterns in his own language. (RS)

ED 072 670 FL 003 570
Lado, Robert And Others
English Pattern Practices: Establishing the Patterns as Habits.
Michigan Univ., Ann Arbor. English Language Inst.
Pub Date 70
Note—338p.; An intensive course in English
Available from—University of Michigan Press, Ann Arbor, Michigan 48106 ($2.95)
Document Not Available from EDRS.
Descriptors—*English (Second Language), *Instructional Materials, *Language Instruction, Language Skills, *Pattern Drills (Language), *Textbooks, Transformations (Language)

This text, developed at the English Language Institute, is designed to enable the student of English as a second language to practice selected patterns of English speech. Required linguistic variations ensure that the student does not repeat the same sentence. His attention is drawn to changes in the pattern by the use of diagrams, pictures, or oral substitutions. It is urged that students complete their study of "English Sentence Patterns" before attempting to use this book. Sixteen sets of word and cartoon charts enable the student to test his comprehension of vocabulary introduced in the lessons. (RL)

ED 072 671 FL 003 614
Enriquez, Galo, Ed.
Concepcion de la Educacion Basica en Algunos Paises. Series Divulgaciones No. 1 (The Notion of Basic Education in Several Countries. Information Series No. 1).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Pub Date 72
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Education, Educational Improvement, Educationally Disadvantaged, *Educational Objectives, *Educational Philosophy, *Educational Planning, General Education, International Education, *Primary Education, *Secondary Education, Spanish Speaking
Identifiers—*Latin America

This booklet defines and considers basic education and reports on the concept as it is implemented and developed in Argentina, Colombia, Chile, Spain, and Peru. Basic education, as defined here, generally refers to the education of children between the ages of 7 and 16 years. Initial remarks define the issue and discuss general principles. The later chapters deal with the individual countries mentioned above and consider the individual definitions, objectives, and principles followed in each country. (VM)

ED 072 672 FL 003 616
Investigacion Educativa: Areas - Politicas - Estrategias y Proyectos del ICOLPE, 2 (Educational Research: Topics, Policies, Strategies, and Projects of the Colombian Institute of Pedagogy, 2),
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Spons Agency—Organization of American States, Washington, D.C.
Pub Date Feb 72
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Improvement, Educational Planning, *Educational Research, Evaluation, *Government Role, Guidelines, *Models, Objectives, *Research Criteria, Research Opportunities, Research Projects, Research Proposals, Scientific Methodology, Spanish Speaking
Identifiers—*Colombia

This booklet defines and establishes guidelines for educational research in Colombia. Sections describe basic philosophy and objectives, types of research, policies for educational investigation, governmental role, and principle areas for educational research. A listing of current and proposed research projects is provided. The final section furnishes details on guidelines for format, methodology, research administration, and project evaluation. (VM)

ED 072 673 FL 003 624
Bedell, George
Verbs and Adjectives in Literary Japanese According to Suzuki Akira.
California Univ., Berkeley. Japanese Linguistics Workshop.
Pub Date Jun 72
Note—13p.; In Papers in Japanese Linguistics, v1 n1 p11-23 June 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adjectives, *Classification, Criteria, Descriptive Linguistics, *Form Classes (Languages), *Japanese, Language Research, Linguistic Theory, Suffixes, *Verbs

This paper presents two views on the categorization of Japanese nouns, verbs, and adjectives into form classes: the traditional view and a view set forth in the writing of Suzuki Akira. The fundamental issue here is the criterion for categorization. Is it the meaning of words, or is it their grammatical behavior that determines the system of categories? The traditional view establishes a criterion that is grammatical--the presence or absence of inflection is crucial in categorization. Suzuki (Akira's) arguments for classification appeal to the overall regularity or simplicity of the language; his fundamental assumption is that the grammatical forms of Japanese reflect in a direct way its semantic aspects. Both approaches are illustrated with examples. (VM)

ED 072 674 FL 003 651
Porto Vazquez, Jose Silvera Ortega, Alfonso
Naci para ensenarte (I Was Born to Teach You).

Camara Colombiana de la Industria Editorial, Bogota.; Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Pub Date 72
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Books, *Cartoons, *Childrens Books, *Instructional Materials, Publications, Publishing Industry, *Spanish Speaking, *Textbook Preparation, Textbooks
This booklet uses cartoon characters to describe the process of creating textbooks, beginning with the idea in the mind of the author to the point when the book reaches the user. The basic processes in book publication are considered in an effort to foster the proper care of and interest in books. (VM)

ED 072 675 FL 003 656
Lange, Dale L., Comp.
1971 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages.
American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pub Date May 72
Note—8p.; Reprint, Foreign Language Annals, v5 n4 p485-567 May 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Applied Linguistics, *Bibliographies, *Classical Languages, Cross Cultural Training, Curriculum Planning, Curriculum Problems, Greek, *Language Instruction, Language Laboratory Equipment, Language Teachers, Language Tests, Latin, Learning Processes, Literature, *Modern Languages, Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Machines, Teaching Methods
Compiled from a master list of about 300 journals and various book sources, this fifth annual selective bibliography published by the American Council on the Teaching of Foreign Languages (ACTFL) lists 2,061 items concerned with pedagogy in modern foreign languages, Latin, Greek, English as a second language, and applied linguistics. The 1971 listing provides continuity with the Birkmaier-Lange "Selective Bibliography on the Teaching of Foreign Languages 1920-1966" and the ACTFL bibliographies of 1967, 1968, 1969, and 1970. Sections include (1) Linguistics, (2) Culture, (3) Teaching the Foreign Literature, (4) Curriculum Problems and Developments, (5) Physiology of Language Teaching, (6) Teacher Education and Certification, (7) Methods, (8) Equipment, and (9) Testing. An author index is included. For related documents, see ED 021 152, ED 024 293, ED 025 988, ED 029 158, ED 040 625, and ED 050 651. (CM)

ED 072 676 FL 003 674
Goodman, Frank M.
Compton Bilingual Plan Review Report 1971-72.
Compton Unified School District, Calif.
Pub Date [72]
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annual Reports, Biculturalism, *Bilingual Education, Bilingual Teachers, *Community Involvement, Curriculum Guides, English, Mexican Americans, *Program Descriptions, *Program Evaluation, Program Planning, Spanish, Teacher Education
Identifiers—*Compton Bilingual Plan
This report reviews the Compton Bilingual Plan during its third year of operation at Thomas Jefferson High School in South Central Los Angeles. After a brief introduction giving background on the program, the second section describes in some detail major activity of 1971-72. This section includes a narrative report, a description of project personnel and duties, and information on community involvement. It also discusses new vocabulary developed by the project for lexical references, services given under ESEA Title VII, and inservice training for teachers. A description of procedures for bilingual-bicultural curriculum and materials forms the entire third section. Concerning the fourth year of operation, section four presents a plan for overall program management, and section five, an evaluation submitted by a consultant to the project. (SK)

ED 072 677 FL 003 676
Paulston, Rolland G.
Cultural Conflict and Integration in the Andes: Final Report to the National Endowment for the Humanities.
Pittsburgh Univ., Pa. Center for Latin American Studies.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 72
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, Aymara, *Cross Cultural Studies, *International Education, Language and Area Centers, *Language Instruction, Language Programs, Latin American Culture, *Program Descriptions, Quechua, Student Motivation
This final report discusses objectives and proceedings of the Andean Studies Institute held during the summer of 1972 and sponsored by the Center for Latin American Studies. Methods and activities undertaken in the pursuit of the program objectives are described. It is suggested that future language-study institutes be combined with area-studies courses. Area studies programs are considered to be successful in motivating students to continue learning a second language. (RL)

ED 072 678 FL 003 677
Buckby, M. Grant, D.
Faites Vos Jeux: A Book of Games and Activities for the Early Years of French in Primary and Secondary Schools.
York Univ. (England). Language Teaching Centre.
Spons Agency—Nuffield Foundation, Leeds (England).
Pub Date 71
Note—82p.
Available from—Publications Officer, Materials Development Unit, Micklegate House, Micklegate, York, Y01 1JZ England ($2.65)
Document Not Available from EDRS.
Descriptors—Childrens Games, *Classroom Games, Educational Games, Elementary Schools, *Fles, *French, Games, *Instructional Materials, *Language Skills, Second Language Learning, Teaching Techniques
This book contains a number of games and activities intended for children aged 8-12 who are learning French as a second language. The games allow for practice of sentence patterns, structures, and vocabulary common to many French courses taught in England, particularly those introduced in Stages 1A and 1B of "En Avant," the "Nuffield Introductory French Course." The grouping of the games and activities allows the teacher to locate a particular structure in the index and determine which games may be used to practice it. Games for each structure are further grouped into those that give practice in listening, speaking, reading, and writing. The text contains 39 units of materials. (RL)

ED 072 679 FL 003 678
Salter, Michael, Ed. And Others
Group-Work in Modern Languages.
York Univ. (England). Language Teaching Centre.
Spons Agency—Nuffield Foundation, Leeds (England).
Pub Date 72
Note—95p.
Available from—Publications Officer, Materials Development Unit, Micklegate House, Micklegate, York, Y01 1JZ England ($2.70)
Document Not Available from EDRS.
Descriptors—Educational Objectives, Elementary Schools, Fles, Flexible Scheduling, Group Dynamics, Grouping (Instructional Purposes), *Group Instruction, Instructional Materials, *Language Instruction, Language Skills, *Modern Languages, Secondary Schools, *Second Language Learning, *Teaching Methods
Articles compiled in this study are intended to serve as a guide for teachers planning to develop and implement groupwork instruction in their classes. Written by teachers in the field, the articles describe aims and objectives, methods and materials, and appraisal of their experience with group instruction. Three major sections include: (1) "Language Group-Work in the Primary School," (2) "Language Group-Work in the Secondary School," and (3) "Developing Group-Work in a Local Area." Description of an experiment concerning group teaching in modern languages is appended. (RL)

ED 072 680 FL 003 688
Hartmann, Reinhard, Ed.
The BAAL Seminar on German Applied Linguistics: Final Report.
British Association for Applied Linguistics.
Pub Date 27 Mar 72
Note—13p.; Seminar held at the University of Nottingham, England, March 24-26, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, *Applied Linguistics, Deep Structure, *Descriptive Linguistics, English, *German, Intonation, *Language Instruction, Language Research, Lexicography, Linguistic Theory, Models, Reports, Second Language Learning, Semantics, *Seminars, Syntax, Techniques, Vocabulary Development
This document includes the abstracts of papers presented at a seminar intended to provide a survey of how the models and techniques of linguistics may be applied to the description of the German language, with a view to improving the understanding of some of the practical problems of first and second language learning. Topics range over a wide variety of related fields from the contrast between German and English intonation patterns and their study beginning from the mid-1850's to an approach for the classification of dictionary entries, considering syntactic and semantic criteria. Other issues in applied linguistic theory and language instruction are also represented. (VM)

ED 072 681 FL 003 695
Olsson, Margareta
Intelligibility: A Study of Errors and Their Importance.
Gothenburg School of Education (Sweden). Dept. of Educational Research.; Gothenburg Univ. (Sweden). Dept. of English.
Spons Agency—National Swedish Board of Education, Stockholm.
Report No—R-Bull-12
Pub Date May 72
Note—153p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Communication (Thought Transfer), Comprehension, *Educational Experiments, *English (Second Language), *Error Patterns, Language Research, Language Skills, Learning Difficulties, Literature Reviews, Mutual Intelligibility, *Oral Communication, Second Language Learning, *Teaching Methods, Vocabulary
Identifiers—GUME Project, Sweden
This experiment continues the GUME experiments investigating methods for teaching English to Swedish school pupils. The aims of this particular study are twofold: (1) to analyze and classify the errors made by Swedish pupils in an oral English test in an effort to establish error patterns; and (2) to describe how the twelve most frequent errors in a systematic classification of errors are used to form the basis of an acceptability and an intelligibility test, which is subsequently submitted to native Englishmen. Such an experiment raises the possibility that the objectives of intelligibility and communicative comprehension may be more important than grammatical correctness. Included here are reports on the oral tests administered to Swedish students, the analysis of error patterns, the intelligibility experiment with English informants, conclusions, and discussion of implications. Appendixes provide additional details. (VM)

ED 072 682 FL 003 701
Warriner, Helen
Student Attitudes Toward Foreign Language Study--Results of a Survey.
Virginia State Dept. of Education, Richmond.
Pub Date 72
Note—4p.
Journal Cit—Public Education in Virginia; v8 n1 p4-7 Spr 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dropout Attitudes, *Dropout Prevention, Dropout Research, Instructional Program Divisions, Language Instruction, *Modern Languages, *School Surveys, Second Language Learning, Student Alienation, *Student Attitudes, Student Motivation
An attitudinal survey of students enrolled in second language programs in Virginia public schools is reported in this article. Discussion of

the results indicates several areas in which language teachers could work toward the improvement of student attitudes and motivation. A principal reason for not continuing with a language program is noted to be loss of interest. (RL)

ED 072 683 FL 003 702
Celeste, Sister Marie
Foreign Languages: Annual Narrative Report, [1971-1972].
Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Foreign Languages.
Pub Date 1 Sep 72
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annual Reports, Classical Languages, Cultural Education, Individualized Instruction, *Instructional Program Divisions, *Language Instruction, *Modern Languages, Program Improvement, State Agencies, *State Departments of Education, Teaching Methods
Identifiers—*Illinois
This Annual Narrative Report by the Office of the Superintendent of Public Instruction, Illinois, on foreign language programs in public schools describes activities and objectives which characterize the year's work. The report emphasizes the growing importance of individualized instruction and cultural education. Major sections discuss: (1) program objectives for fiscal year 1971-72, (2) management activities, (3) degree of achievement of program objectives, (4) description of exemplary projects, (5) school reimbursements, (6) current and anticipated statewide needs, and (7) continuing and new objectives. (RL)

ED 072 684 FL 003 703
Bonnin, G. M. And Others
German Syllabus: Objectives of the Five-Year Course in German.
Queensland Dept. of Education, Brisbane (Australia).
Pub Date [72]
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, *Curriculum Guides, *Educational Objectives, *German, *Language Instruction, Language Skills, Modern Languages, Reference Books, Reference Materials, *Secondary Schools, Teaching Methods
This syllabus for a five-year course in German outlines instructional objectives beginning with eighth grade and continuing through twelfth grade. Teaching methods, materials, minimum requirements, and "guiding principles" relating to specific skills are included. A list of recommended books includes: (1) teacher's reference books, (2) course books for aural-oral practice, (3) readers, (4) magazines, (5) poetry, (6) song books, and (7) maps. (RL)

ED 072 685 FL 003 715
Kunihira, Shirou
Phonetic Symbolism: Its Stability and Effects on Verbal Learning.
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—English, Experiments, Guessing (Tests), Japanese, Language Patterns, Language Research, Language Universals, *Learning Processes, Linguistic Theory, *Phonetics, *Second Language Learning, Semantics, *Symbolism, *Verbal Learning, Vocabulary
Phonetic symbolism implies that there are intrinsic relationships between sounds employed in words and the meanings of the words. Research in phonetic symbolism and how it operates has implications for foreign language learning. Such research seeks to determine whether one's capacity for correctly guessing the meanings of words in another language (made possible by phonetic symbolism) is an endurable characteristic or something temporary, and whether one's capacity to guess the meanings of words in another language influences one's facility in learning those words. Experiments reported here seek answers to these questions and apply the answers to the subject of vocabulary selection in elementary foreign language textbooks. (VM)

ED 072 686 FL 003 716
Ball, R. Squier
Linguistics Courses in Teachers' Colleges.
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Applied Linguistics, *College Language Programs, Contrastive Linguistics, Course Content, Course Objectives, Curriculum Design, Curriculum Development, Educational Planning, *Language Teachers, *Linguistics, Phonology, Professional Training, Syntax, *Teacher Education, Undergraduate Study
The ideal linguistics course for undergraduates planning to teach a foreign language is one taught by a specialist thoroughly familiar with the linguistic problems of the language in question. The specialist should also be aware of the comparative problems of the student's native language. American students expecting to teach a foreign language should be intensely involved in discovering the linguistic problems of English as compared to the linguistic problems of the language they are to teach. If a student's study time is limited, he should be able to take those courses which would be most useful to him in his future job. (Author/VM)

ED 072 687 FL 003 717
Nuevas Adquisiciones (Recent Acquisitions).
Ministerio de Educacion Nacional, Bogota (Colombia). Centro Nacional de Documentacion e Informacion Pedagogica.
Pub Date Jun 72
Note—22p.
Journal Cit—Informacion Bibliografica Educativa; n4 p66-87 Apr-Jun 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Education, Educational Philosophy, Educational Planning, *Educational Research, *Information Centers, Instructional Materials, *International Education, Psychology, Spanish Speaking
This bibliography of educational materials lists approximately 100 publications recently acquired by the Colombian National Center for Documentation and Educational Information. The entries are listed according to subject matter; topics range from general educational theory to more specific subject topics. (VM)

ED 072 688 FL 003 733
Lotz, John
Two Papers on English-Hungarian Contrastive Phonology.
Center for Applied Linguistics, Washington, D.C.; Hungarian Academy of Sciences, Budapest. Linguistics Inst.
Spons Agency—Ford Foundation, New York, N.Y.; Hungarian Academy of Sciences, Budapest.
Pub Date 72
Note—11p.; Hungarian-English Contrastive Linguistics Project Working Papers 1
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, *Comparative Analysis, Consonants, *Contrastive Linguistics, *English, *Hungarian, Language Instruction, Language Research, Morphophonemics, Phonemes, *Phonology, Second Language Learning, Vowels
The two papers in this booklet comprise part of the research in the Hungarian-English Contrastive Linguistics Project, which is concerned with investigating the differences and similarities between the two languages with implications for second language acquisition. The first paper compares the obstruent clusters in English and Hungarian, especially from a morphophonemic point of view; the second paper compares the glides or semivowels in English and Hungarian. (VM)

ED 072 689 FL 003 734
Lotz, John
Script, Grammar, and the Hungarian Writing System.
Center for Applied Linguistics, Washington, D.C.; Hungarian Academy of Sciences, Budapest. Linguistics Inst.
Spons Agency—Ford Foundation, New York, N.Y.; Hungarian Academy of Sciences, Budapest.
Pub Date 72
Note—43p.; Hungarian-English Contrastive Linguistics Project Working Papers 2
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Alphabets, *Applied Linguistics, Comparative Analysis, Contrastive Linguistics, English, Grammar, Graphemes, Handwriting, *Hungarian, *Language Research, Linguistic Theory, Morphemes, Morphophonemics, *Phonemic Alphabets, Phonetic Transcription, Phonology, Punctuation, Second Language Learning, Semantics, *Written Language
This booklet forms a part of the Hungarian-English Contrastive Linguistics Project which is concerned with investigating the differences and similarities between these two languages with implications for second language acquisition. The papers here deal with the Hungarian writing system. Initial remarks concern the relationship between script and grammatical theory and how the consideration of script is significant for a complete description of a natural language; the author includes a select bibliography on script and language. The second part considers Hungarian script in terms of its basic elements or graphemes. The author outlines a systematic treatment for the graphematic study of a language considering grapheme inventory, signal formation in words and texts, and pragmatic aspects of script. The method for converting the native orthography of a language, in this case Hungarian, into a phonemic transcription is demonstrated and a sample text is provided. The concluding paper deals with the Hungarian imperative in both its spoken and written form. (VM)

ED 072 690 FL 003 749
Pope, Francis H. Medina, Edward
Spanish Reading Workbook 1: Spanish Phonetic Reading Program.
Pub Date 72
Note—63p.
Available from—Research Press Company, P. O. Box 3177 CFS, Champaign, Ill. 61820 ($1.80)
Document Not Available from EDRS.
Descriptors—Alphabets, *Bilingual Education, Elementary School Students, Initial Teaching Alphabet, *Instructional Materials, Language Skills, Manuals, Phonetics, *Phonics, Reading Instruction, *Reading Programs, Reading Skills, *Spanish
This manual, designed to follow "Spanish Alphabet Book 1," presents a Spanish phonetic reading program for children beginning to learn how to read. It contains an alphabet chart with pictures which symbolize words using the sounds of the respective letters. Other pages are devoted completely to the sounds of the vowels, reinforced with common words and pictures. The names of the various consonants are explained. Later pages emphasize the blending of one consonant letter with each of the five vowels. Meaningful words are then formed by the addition of other letter combinations. A small illustration to stimulate interest in the exercise precedes each blending activity. The manual includes test exercises. (For related documents, see FL 003 750, FL 003 751, and FL 003 752. (SK)

ED 072 691 FL 003 750
Pope, Francis H. Medina, Edward
English Reading Workbook 1: Spanish Phonetic Reading Program.
Pub Date 72
Note—64p.
Available from—Research Press Company, P. O. Box 3177 CFS, Champaign, Ill. 61820 ($1.80)
Document Not Available from EDRS.
Descriptors—Alphabets, *Bilingual Education, Dictionaries, Elementary School Students, *English (Second Language), Initial Teaching Alphabet, *Instructional Materials, Language Skills, Manuals, Phonetics, *Phonics, Reading Instruction, *Reading Programs, Reading Skills
This manual, designed to follow "English Alphabet Book 1," presents an English phonetic reading program for children beginning to learn how to read. It contains an alphabet chart with pictures which symbolize words using the sounds of the respective letters. Other pages are devoted completely to the sounds of the vowels, reinforced with common words and pictures. Exercises which emphasize handwriting and phonetics are included. Later lessons concentrate on the blending of a consonant with each of the five vowels. The letter for emphasis on any given page appears at the beginning of a line just beneath the series of vowels; other letters used to form words follow this first consonant. Some facts about the dictionary are presented at the end. For related documents, see FL 003 749, FL 003 751, and FL 003 752. (Author/SK)

ED 072 692 FL 003 751
Pope, Francis H. Medina, Edward
English Alphabet Book 1: Spanish Phonetic Reading Program.
Pub Date 72
Note—32p.
Available from—Research Press Company, P. O. Box 3177 CFS, Champaign, Ill. 61820 ($1.80)

Document Not Available from EDRS.
Descriptors—*Beginning Reading, *Bilingual Education, Elementary School Students, *English (Second Language), Instructional Materials, Manuals, Phonetics, *Phonics, Reading Development, Reading Programs, *Spanish Speaking
This manual presents an English phonetic reading program based upon pictures which provide clues to each fundamental speech in the language. Pupils are thus able, through auditory and visual discrimination exercises, to match an English speech sound with its proper alphabet symbol. For related documents, see FL 003 749, FL 003 750, and FL 003 752). (Author/SK)

ED 072 693 FL 003 752
Pope, Francis H. Medina, Edward
Spanish Alphabet Book 1: Spanish Phonetic Reading Program.
Pub Date 72
Note—32p.
Available from—Research Press Company, P. O. Box 3177 CFS, Champaign, Ill. 61820 (1.80)
Document Not Available from EDRS.
Descriptors—*Beginning Reading, *Bilingual Education, Elementary School Students, Instructional Materials, Manuals, *Phonetics, Reading Development, Reading Programs, *Spanish, *Spanish Speaking
This manual presents a Spanish phonetic reading program based upon pictures which provide clues to each fundamental speech sound in the language. Pupils are thus able, through auditory and visual discrimination exercises, to match a Spanish speech sound with its proper alphabet symbol. For related documents, see FL 003 749, FL 003 750, and FL 003 751. (Author/SK)

ED 072 694 FL 003 755
Barrett, Martin T. And Others
Current Approaches to the Teaching of Foreign Languages.
Pub Date 27 Oct 72
Note—31p.; Papers presented at a meeting of the Midwest Modern Language Association, St. Louis, Mo., October 27, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *French, Instructional Program Divisions, Integrated Activities, *Language Instruction, Language Skills, Modern Languages, *Puppetry, Teaching Methods, *Time Blocks
Five papers presented at a language conference are compiled in this report. They include: (1) "Le Francais au Pot-Pourri," or "Adapting the 'Open-Classroom' to the Teaching of Foreign Languages," (2) "We Can Teach Anyone to Speak French," (3) "The Use of Puppetry in the Teaching of Foreign Languages," (4) "A New Perspective for Integrated Foreign Language Study," and (5) "The Block System Calendar and Its Effect on the Teaching of Foreign Languages." (RL)

ED 072 695 FL 003 756
Nethersole, Reingard
Umgang mit Gedichten: Bemerkungen zu funf Gedichten von Johann Wolfgang von Goethe (Dealing with Poetry: Observations on Five Poems by Johann Wolfgang von Goethe).
Sudafrikanischer Germanistenverband, Johannesburg (South Africa).
Pub Date 72
Note—14p.
Journal Cit—Deutschunterricht in Sudafrika; v3 n2 p3-16 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Eighteenth Century Literature, *German Literature, Imagery, *Literary Analysis, Literary Mood, *Lyric Poetry, Metaphors, Poetry, Symbols (Literary), Teaching Methods
Identifiers—*Goethe (Johann Wolfgang von)
The lyric poem is the most concentrated form of literary communication. The formulation of an approach to interpretation can be a useful tool for the instructor. The poem to be interpreted should be examined in six aspects: (1) information provided in the title, (2) the sound of the poem as read aloud, (3) the clear understanding of the meaning of the words themselves, (4) the content or event of the poem, (5) the manner in which the event is related, and (6) the total impression as received through examining the poem in all the above aspects. Thus, on analysis, the poems "Erlkonig," "Der Fischer," and "Der Konig in Thole" express, among other things, man's equivocal place in the balance of nature. "-Willkommen und Abschied" and "Gefunden" express the differing perspectives on love of youth with its release of creative energy and of old age with its wisdom of resignation. A bibliography of additional reference works on Goethe and lyric poetry is appended. (RS)

ED 072 696 FL 003 757
Norris, William E.
TESOL at the Beginning of the '70s: Trends, Topics, and Research Needs.
Pittsburgh Univ., Pa. University Center for International Studies.
Spons Agency—Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.
Pub Date Feb 72
Note—50p.; Revised edition
Available from—University Center for International Studies, 224 Social Science Building, University of Pittsburgh, Pittsburgh, Pa. 15213 ($2.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Applied Linguistics, Biculturalism, Bilingualism, Educational Objectives, *Educational Theories, *Educational Trends, *English (Second Language), *Evaluation, Linguistics, Linguistic Theory, Manpower Development, Professional Training, Psycholinguistics, *Research Needs, Sociolinguistics, Students, Teacher Education, Teaching Methods, Teaching Techniques
This report presents an overview of the field of teaching English to speakers of other languages (TESOL) with particular focus on the recent shift of attention among American TESOL specialists toward the U. S. domestic scene. The first section summarizes the results of a survey of TESOL at the beginning of the 1970's; main trends and topics in the field are identified and their educational significance is discussed. The second part lists and assigns priorities to those current topics which are most in need of investigation and development. The subgroups of TESOL specialists who are most concerned with each topic are also indicated. For the earlier edition of this publication, see ED 044 699. (Author)

ED 072 697 FL 003 772
Franquez, Eleanor
Bilingual/Bicultural Preschool Education Program: Montessori Design, 1972-73.
Compton Unified School District, Calif.
Pub Date [72]
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biculturalism, *Bilingual Education, Budgets, *Cultural Enrichment, Curriculum Planning, English, Health, Mexican Americans, Organization, Parent Participation, Personnel, *Preschool Education, *Program Descriptions, Services, Spanish
Identifiers—Montessori
This report on the Montessori-designed bilingual/bicultural preschool education program of the Compton (California) School District begins with a statement of need. It includes information on project arrangements, organization, and proposed preschool curriculum. It presents plans for inservice staff development and parent participation, involvement, and education. The report also presents evaluation and audit plans, day care activities, a calendar of holidays, and the requested budget. The appendixes, almost half the report, include information on job descriptions, salary schedules, personnel policies, and curriculum areas. (SK)

ED 072 698 FL 003 979
Glick, Toby Gonzalez, Castor
Content Analysis Schedule for Bilingual Education Programs: Bilingual Instruction for Spanish Speaking Pupils.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 28 Jun 71
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, *Educational Finance, Elementary Grades, English, High School Students, Junior High School Students, Kindergarten Children, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, *Program Evaluation, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring
Identifiers—California, Marysville Joint Unified School District, *Project BEST
This content analysis schedule for the bilingual program of the Marysville (California) Joint Unified School District presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are the following materials: a questionnaire on the attitude of parents toward bilingual education, a report on home visits within the program, and a description of the course, "Teaching the Bilingual Child." (SK)

ED 072 699 FL 003 982
Hess, Richard T.
Content Analysis Schedule for Bilingual Education Programs: Portuguese Bilingual-Bicultural Project.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Jul 72
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, *Educational Finance, Elementary Grades, *English, High School Students, Junior High School Students, Learning Theories, *Portuguese, Preschool Children, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, Student Grouping, Tutoring
Identifiers—Artesia, California, *Project BEST
This content analysis schedule for the Portuguese Bilingual-Bicultural Project of Artesia, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are additional pages on the general objectives of the program, the impact of the first year's operations on participating groups, and excerpts from tape recordings of on-site visitations. (SK)

ED 072 700 FL 004 013
Purcell, John M.
The Role of the State Foreign Language Supervisor: Its Development and Direction Since 1958.
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, *Language Instruction, *Modern Languages, *State Foreign Language Supervisors, State Standards, State Supervisors, State Surveys, Statistical Surveys, Supervision, *Supervisor Qualifications, *Supervisory Activities
An overall view of the role of the state foreign language supervisor is developed in this report. The function of the position is examined from the local, state, and national levels. The present role of the supervisor at the statewide level is examined from the point of view of (1) chief functions, (2) liaison activities, (3) teacher education, (4) curriculum (5) materials and research, and (6) other services. Reasons for continuing support for the position are presented. Successful supervisory practices and policies and several "deficient" aspects of the position are examined. Major achievements of the supervisors during the

past 15 years are also noted. The study concludes with several tables of statistical data. (RL)

ED 072 701 FL 004 033
Ehrlich, Roselin S. Shore, Marietta Saravia
Content Analysis Schedule for Bilingual Education Programs: Catch-Up.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 30 Jun 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, *English, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring
Identifiers—*Project BEST, Texas, Zapata County Independent School District
This content analysis schedule for Project Catch-Up in Zapata, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. (SK)

ED 072 702 FL 004 035
Figueroa, Roman Shore, Marietta Saravia
Content Analysis Schedule for Bilingual Education Programs: Let's Be Amigos.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 15 Jun 72
Note—99p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, *Educational Finance, Elementary Grades, English, Instructional Materials, Learning Theories, Newsletters, Preschool Children, Program Costs, *Program Evaluation, Puerto Ricans, Secondary School Students, Self Esteem, Sociolinguistics, Spanish, Student Grouping
Identifiers—Philadelphia, *Project BEST
This content analysis schedule for the Let's Be Amigos project of the School District of Philadelphia presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are the following items: an abstract of the project, a description of the extent of community involvement, a bibliography of books of interest to Puerto Rican children, and a supplement to the newsletter of the Philadelphia bilingual programs containing another list of books in Spanish for children. (SK)

ED 072 703 FL 004 036
Mackelduff, Eleanor Glick, Toby
Content Analysis Schedule for Bilingual Education Programs: Pilot Bilingual Program Grades 1-2-3.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 26 Apr 71
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, *Educational Finance, Elementary Grades, *English, Learning Theories, Mexican Americans, Parental Background, Parent Attitudes, Preschool Children, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring
Identifiers—California, *Project BEST, Redwood City School District
This content analysis schedule for the Pilot Bilingual Program of Redwood City, California presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Included are various questionnaires supplying information on the background and attitudes of parents involved in the project, and a modification of the long range objectives as a result of the first year's operation. (SK)

ED 072 704 FL 004 038
Hess, Richard T.
Content Analysis Schedule for Bilingual Education Programs: Cherokee Bilingual Education Program.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date [72]
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Languages, American Indians, *Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, *English, Instructional Materials, Learning Theories, Preschool Children, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, Student Grouping, Teacher Education, Tutoring
Identifiers—Cherokee Bilingual Education Program, Oklahoma, *Project BEST, Tahlequah
This content analysis schedule for the Cherokee Bilingual Education Program in Tahlequah, Oklahoma, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are the following items: a description of the four-year course of study for the Cherokee Bilingual Teacher Training Program, a list of materials, and a summary of the evaluation. (SK)

ED 072 705 FL 004 039
Orvik, James M.
A Study of English Vocabulary Comparing Eskimo and Caucasian Children. Final Report.
Alaska Univ., Fairbanks. Center for Northern Educational Research.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-2-J-034
Pub Date Jan 73
Contract—OEC-X-72-0024-057
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bilingual Education, *Caucasians, Children, Cognitive Processes, *Comparative Testing, *Cultural Factors, Educational Experiments, Educational Research, English, English (Second Language), *Eskimos, Evaluation Criteria, Evaluation Techniques, Grade 1, Kindergarten, Nonverbal Ability, Vocabulary, *Vocabulary Development
The purpose of this study is to assess the English vocabulary of Eskimo pupils entering a bilingual education program by establishing a normative criterion based on the vocabulary levels of children whose first language is English. The tests used, "Raven's Coloured Progressive Matrices" and "English Receptive Vocabulary," bear out the anticipated differences; a norm is established for Eskimo children although there is considerable difference between the two language groups. The discussion of results raises the possibility that cultural factors in test-taking behavior influence score differences in nonverbal domains of intellectual functioning. (Author/VM)

ED 072 706 FL 004 084
Stafford, Kenneth R.
Types of Bilingualism and Performance of Navaho Children in School, Phase II. Final Report.
Arizona State Univ., Tempe. Dept. of Educational Psychology.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Aug 72
Contract—OEC-9-71-0022-057
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, American Indian Languages, *Bilingualism, Cognitive Ability, Curriculum Development, *English, English Instruction, Intelligence Differences, Intelligence Tests, *Language Proficiency, Language Skills, Learning Processes, *Monolingualism, *Navaho, Predictor Variables, Research, Second Language Learning
This study is one of a series on cognitive behavior related to lingual types among Navaho children. The present work has aimed at gaining additional descriptive data regarding the effects of lingual types (compound bilinguals, Egnlish-speaking monolinguals, and Navaho-speaking monolinguals) on school achievement as measured by the Metropolitan Achievement Tests. Additionally, information was gained about (1) IQ score discrepancies resulting from the use of different types of tests, (2) the best predictors of school success, and (3) the effects of early English instruction. The following recommendations were made: (1) suitable, specific instruction in English should be provided Navaho children unfamiliar with the English language and culture preliminary to other school instruction; (2) in evaluating intelligence and learning ability of these children, measures should be used which motivate and accurately reflect ability or potential achievement; and (3) a curriculum for the early school years should be developed which incorporates the Navaho culture and heritage and involves wide use of Navaho teachers. The study includes some 14 tables for the presentation of statistical data and a list of references. For report of Phase 1, see ED 044 702. (Author/SK)

ED 072 707 FL 004 113
Petrov, Julia A., Comp.
Foreign Language Area Studies and Other Aspects of International Education, List No. 7.
Institute of International Studies (DHEW/OE), Washington, D.C.
Report No—OE-72-194
Pub Date 72
Note—69p.
Available from—Superintendent of Documents U. S. Government Printing Office, Washington, D. C. 20402 (OE-72-194, $.90)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, Bibliographies, Conferences, *Federal Aid, *Language Research, Linguistics, Modern Languages, *Research Projects, Surveys, Teaching Methods, Uncommonly Taught Languages
Contracts awarded during the 13 fiscal years of the National Defense Education Act of 1958 in the Language and Area Development Program are listed in this bibliography. The program, authorized to support research, studies, surveys, and the preparation of specialized materials to strengthen instruction in modern foreign languages, awarded 618 contracts during the period ending April 30, 1972. This bibliography lists 684 main entries and some 460 subentries. Each entry indicates the major source for the item. Most of the reports and instructional materials produced under this program after 1965 are available

through ERIC. Accession numbers are provided. Entries are classified under: (1) studies and surveys, (2) conferences, (3) linguistic studies, (4) research in language teaching methods, (5) commonly taught languages, (6) uncommonly taught languages, and (7) foreign area studies. An index is provided. (RL)

ED 072 708 FL 004 121
Shore, Marietta Saravia Nafus, Charles
Content Analysis Schedule for Bilingual Education Programs: BICEP Intercambio de la Cultura.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 11 Feb 72
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, *English, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring
Identifiers—California, *Project BEST, San Bernardino
This content analysis schedule for BICEP Intercambio de la Cultura (San Bernardino, California), presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached is additional information on learning strategies, language development, and materials acquisition. (SK)

ED 072 709 FL 004 123
Ehrlich, Alan Shore, Marietta Saravia
Content Analysis Schedule for Bilingual Education Programs: Bilingualism for Conceptualization of Learning.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Feb 72
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, English, Kindergarten Children, Learning Theories, *Mexican Americans, *Program Costs, *Program Evaluation, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring
Identifiers—Laredo, *Project BEST, Texas
This content analysis schedule for the Bilingual Program of Laredo, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. (SK)

ED 072 710 FL 004 124
Ludanyi, R. P. Shore, Marietta Saravia
Content Analysis Schedule for Bilingual Education Programs: Programa en Dos Lenguas.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 15 Nov 71
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, *Educational Finance, Elementary Grades, English, Kindergarten Children, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, *Program Evaluation, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring
Identifiers—Fort Worth, *Project BEST
This content analysis schedule for the "Programa en Dos Lenguas" of Fort Worth, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Included is a report on staff development and suggestions for strengthening the program. Information on staff patterns and performance objectives is also included. (SK)

ED 072 711 FL 004 125
Hess, Richard T. Shore, Marietta Saravia
Content Analysis Schedule for Bilingual Education Programs: Espanola Bilingual Education Program.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 20 May 72
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, English, Learning Theories, *Mexican Americans, Program Costs, *Program Evaluation, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring
Identifiers—Espanola, Espanola Municipal Schools, New Mexico, *Project BEST
This content analysis schedule for the Bilingual Education Program of Espanola, New Mexico, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the schedule are plans for the second year of operation, a report on pre-service and in-service for bilingual education teachers and administration staff during 1970-71, and performance objectives. Also included is information on community involvement. (SK)

ED 072 712 FL 004 126
Mackelduff, Eleanor And Others
Content Analysis Schedule for Bilingual Education Programs: Brentwood Bilingual Education Project.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 24 Jun 72
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, *Educational Finance, Elementary Grades, English, Junior High School Students, Learning Theories, *Mexican Americans, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring
Identifiers—Brentwood Union School District, California, *Project BEST
This content analysis schedule for the Brentwood Bilingual Education Project of Brentwood, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are a description of the project area, a statement of need, a list of objectives, and a report on the parental/community involvement. (SK)

ED 072 713 FL 004 127
Mackelduff, Eleanor And Others
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Program.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 28 May 71
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, *English, Kindergarten Children, Learning Theories, *Portuguese, Preschool Children, Program Costs, *Program Evaluation, Self Esteem, Sociolinguistics, Student Grouping, Tutoring
Identifiers—*Project BEST, Providence, Rhode Island
This content analysis schedule for the Bilingual Education Program of Providence, Rhode Island, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are a contract between the Providence School Department and Brown University, and additional information on staffing and curriculum patterns. (SK)

ED 072 714 FL 004 128
Hess, Richard T. Shore, Marietta Saravia
Content Analysis Schedule for Bilingual Education Programs: HABLA-Helping Advance Bilingual Learning in Abernathy.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 29 Jun 71
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, *Educational Finance, Elementary Grades, English, Kindergarten Children, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring
Identifiers—Abernathy Independent School District, *Project BEST, Texas
This content analysis schedule for HABLA-Helping Advance Bilingual Learning in Abernathy, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and

community components, and means of evaluation. Attached to the report are an outline of the bilingual education program for 1971-72 and additional information on cognitive development. (SK)

ED 072 715 FL 004 130
Ehrlich, Roselin S. Shore, Marietta Saravia
Content Analysis Schedule for Bilingual Education Programs: Collier County Bilingual Project.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 15 May 72
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, *Educational Finance, Elementary Grades, English, High School Students, Junior High School Students, Learning Theories, *Mexican Americans, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring
Identifiers—Collier County, Florida, *Project BEST
This content analysis schedule for the Collier County Bilingual Project of Naples, Florida, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report is a description of the activities in a second grade Spanish bilingual class. (SK)

ED 072 716 FL 004 132
Hess, Richard T.
Content Analysis Schedule for Bilingual Education Programs: Santa Barbara County Bilingual Project.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Jun 72
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, *English, Kindergarten Children, Learning Theories, *Mexican Americans, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring
Identifiers—California, *Project BEST, Santa Barbara
This content analysis schedule for Santa Barbara County Bilingual Project presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are additional information on the training of the project and school staffs; materials selected for use in the instructional program; and the community, district advisory council, and parent programs. (SK)

HE

ED 072 717 HE 003 261
Van Dusen, Albert C. Brictson, Robert C.
University-Urban Interface: Issues, Methodology, Prospects.
Pittsburgh Univ., Pa. University Urban Interface Program.
Pub Date Apr 72
Note—12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association, Boston (43rd, April 27-29, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Improvement, *City Problems, Community Change, *Community Service Programs, *Higher Education, *Social Responsibility, Urban Education, *Urban Universities
The University-Urban Interface Program (UUIP) of the University of Pittsburgh is an action-research effort designed to study the actual and potential roles of the University in the community in a time of change. Five basic projects are included within the UUIP: (1) Minority and Community Services; (2) Campus Development Impact; (3) Communications; (4) Long-Range Pittsburgh Goals; and (5) University Governance Organization for Community Relations. The interaction between major city-based universities and their urban communities has become a matter of great national significance. On the one hand, the increasing intensity of our urban problems and the growing public awareness of and concern about these problems have given them the highest national domestic priority. Almost simultaneously, the major universities of the country have come to be viewed as powerful resources for solving all sorts of national problems and for achieving national priorities. These two developments converge in what can be called the university-urban interface. (Author/HS)

ED 072 718 HE 003 603
Atlanta Service-Learning Conference Report.
Atlanta Service-Learning Conference, Ga.
Pub Date 70
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Community Action, *Community Service Programs, *External Degree Programs, *Higher Education, *Internship Programs, School Community Relationship
Persons concerned with both higher education and community service came together in mid-1969 to discuss the pros and cons of service-learning programs and to determine the need for such programs. The participants at the conference recommended: (1) that colleges and universities encourage student community service, assist in assuring disciplined learning as part of this service, and award academic recognition for the learning acquired by students in service projects; (2) that federal, regional, and state and local governments, colleges and universities, and private organizations provide opportunities and supply the funds required for as many students as are needed and are willing to engage in service activities; and (3) that students, public and private agency officials, college faculty and staff, cooperate in the administration of programs in which students both serve and learn. (Author/HS)

ED 072 719 HE 003 638
Huff, Robert P.
College Admissions and Financial Aid Policies as Revealed by Institutional Practices.
College Entrance Examination Board, Palo Alto, Calif.
Pub Date Jun 71
Note—230p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Educational Finance, *Financial Support, *Higher Education, *Student Costs, *Student Loan Programs
This document reviews financial aid policies at 86 higher education institutions across the U.S. with implications for student admissions practices. Particular efforts were made to include in the sample colleges and universities with special characteristics, such as those enrolling a high proportion of minority students, those drawing their enrollment from predominantly urban areas, those limiting their student bodies to one sex, those with 2-year programs, those offering principally engineering and scientific curricula, and those with only liberal arts programs. The institutional data are analyzed by 2 methods: (1) the percentage of applicants seeking aid, the percentage of students receiving aid, the relative composition of the aid program and the sources of aid; and (2) stratification by type of cooperating institutions that the data may be examined by control, by size, and by region. (HS)

ED 072 720 HE 003 716
Fink, Ira Stephen, Comp. Cooke, Joan, Comp.
Campus/Community Relationships: An Annotated Bibliography Volume 2.
Society for Coll. and Univ. Planning, New York, N.Y.
Pub Date Apr 72
Note—103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annotated Bibliographies, *Bibliographies, *Educational Sociology, *Higher Education, *School Community Relationship
This annotated bibliography on campus/community relationships deals almost exclusively with the secondary effects of colleges and universities on their surrounding environs. The bibliography provides detailed and objective descriptions of the contents of the articles, monographs and books that deal with the effects of campus growth and expansion, circulation and transportation, commercial services, research parks and zoning on the community. (HS)

ED 072 721 HE 003 729
The Open University. A Preliminary Report
Massachusetts State Board of Higher Education, Boston.
Pub Date 15 Sep 71
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Opportunities, *Experimental Colleges, *External Degree Programs, *Higher Education, *Open Education, Statewide Planning, *Universal Education
Because of rapidly increasing college enrollments and a matching increase in tuition and other costs to students, this document presents a proposal for an open university to be created in the state of Massachusetts as an alternative to traditional higher education in the state. This study examines 13 principal components of this new university: (1) an appropriate method for determining goals of the university; (2) the target population and mechanisms for enrollment of students in the university; (3) the various themes that provide an adequate basis for educational development of students in the university; (4) the most propitious topics or courses with which to begin, and the availability of existing courses or materials; (5) the guidelines for establishing when a student has completed a course with sufficient proficiency for credit, or has earned a degree; (6) a scheme for effective instruction and guidance of students; (7) the requirements for facilities and geographical distribution of working centers; (8) the most efficient use of educational technology; (9) the guidelines for evaluation and assessment of the university; (10) fluctuation factors, such as enrollment; (11) the costs likely to be incurred in the short-term and the long-term; (12) the organizations that should participate in preparation of initial courses; and (13) the development of a timetable with emphasis on September 1972 as a possible starting date. (Author/HS)

ED 072 722 HE 003 764
Irwin, Judith, Ed.
A Guide to Professional Development Opportunities for College and University Administrators. Seminars, Workshops, Conferences, Internships, and Fellowships, January-December, 1973.
Academy for Educational Development, Inc., Washington, D. C. Management Div.
Pub Date 73
Note—167p.; Third Edition
Available from—Management Division, Academy for Educational Development, Inc., 1424 Sixteenth Street, N.W., Washington, D.C. 20036
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrator Education, *Higher Education, Inservice Education, *Institutes (Training Programs), *Management Education, *Seminars, Short Courses, Workshops
This guide has as its purpose to help college and university administrators locate places where

they can get help on management procedures throughout 1973. In addition to activities sponsored by associations, corporations, and consulting groups, a number of seminars and short-term professional development courses given at colleges and universities have been included. The program listings include: (1) name or title of activity; (2) sponsoring organization; (3) date(s) and location; (4) fees and what they cover; (5) room and board accommodations; (6) application date(s), address, etc.; and (7) program description. (HS)

ED 072 723 HE 003 765
Davidovicz, H. M.
Abstracts and Reviews of Research in Higher Education. College and University Calendars - A Second Review. Number 18.
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Pub Date Nov 72
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Higher Education, Quarter System, *School Calendars, *Semester Division, *Trimester Schedules
Identifiers—*Four One Four System
The articles reviewed in this paper are a supplement to a previous publication on college and university calendars. This new data tends to strongly reinforce the crucial point made in the previous study that indicated that college and university administrators have advocated one system, then another, without adequate empirical follow-up of the effects of various systems. The result, in some cases, has been the failure of calendars to meet the demands of their proponents. The latest data indicates that semester calendars are giving way to modified semester calendars and the 4-1-4 calendars. The articles abstracted come under the various categories of calendars in general, modular calendars, the 4-1-4 calendar, and the trimester calendar. (Author/HS)

ED 072 724 HE 003 766
Regional Comparative Unit Cost Studies for Maintenance and Operation of Physical Plants in Universities and Colleges in Central States Region and Rocky Mountain Region.
Association of Physical Plant Administrators, Corvallis, Oreg.
Pub Date 72
Note—38p.
Available from—Association of Physical Plant Administrators of Universities and Colleges, Corvallis, Oregon ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Costs, *Educational Finance, *Higher Education, *Maintenance, *Operating Expenses
Presented in this document are data pertaining to maintenance and operations costs at colleges and universities in the central states region and the Rocky Mountain region. The major accounts included in the cost analysis are: (1) physical plant administration, (2) building maintenance, (3) custodial services, (4) utilities, (5) landscape and grounds maintenance, and (6) major repairs and renovations. (HS)

ED 072 725 HE 003 767
Comparative Cost Study by Southeastern Regional Association of Physical Plant Administrators of Universities and Colleges Standards Committee.
Duke Univ., Durham, N.C.
Pub Date Oct 72
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Costs, *Educational Finance, *Higher Education, *Maintenance, *Operating Expenses
Presented in this document are data pertaining to maintenance and operations costs at colleges and universities in the southeastern region of the U.S. The major accounts included in the cost analysis are: (1) physical plant administration, (2) building maintenance, (3) custodial services, (4) utilities, (5) landscape and grounds maintenance, and (6) major repairs and renovations. (HS)

ED 072 726 HE 003 768
Faculty Salary Schedules in Colleges and Universities, 1971-72.
National Education Association, Washington, D.C. Research Div.
Report No—NEA-RR-R10
Pub Date 72
Note—39p.
Available from—NEA Customer Service, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*College Faculty, Educational Finance, *Faculty Promotion, *Higher Education, Income, Personnel Policy, *Salaries, Salary Differentials, *Teacher Salaries
This study reports on salary schedules in effect at institutions of higher education that grant the 4-year bachelor's degree or higher degrees. The information given here is derived from the salary schedules supplied by the institutions. The first section of this report contains an overview of the characteristics of the salary schedules in 172 public and 293 nonpublic 4-year institutions, followed by detailed reviews of scheduled minimum and maximum salaries, and the increment structure. The next section lists the scheduled minimum and maximum salaries and number of increments by rank, for each institution that did not withhold permission for these data to be published. The salary schedules of 7 institutions are reproduced in the final section as examples of statements of salary policies. (Author/HS)

ED 072 727 HE 003 769
The Budgetary Process at the University of Michigan.
Michigan Univ., Ann Arbor. Commission on Resource Allocation.
Pub Date Apr 72
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Budgeting, Budgets, Educational Administration, *Educational Economics, *Educational Finance, *Higher Education, *Money Management, Operating Expenses, Statewide Planning
This description and discussion of the budgetary process at the University of Michigan is divided into three major sections. The first section deals with the structure of the process and includes discussions of budget organization and format, an overview of the process, the general fund budget cycle, capital outlay appropriations, general fund priorities, innovation and the budgetary process, and the potential for resource reallocation. The second section discusses the relationship of the university budget and the state, and the third and final section debates the pros and cons of centralization versus decentralization of budgetary decisionmaking. (HS)

ED 072 728 HE 003 771
Seastone, D. A.
Towards an Optimal University Salary System.
Calgary Univ. (Alberta).
Pub Date 1 Sep 71
Note—157p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College Faculty, Educational Finance, *Faculty Promotion, Fringe Benefits, *Higher Education, Income, International Education, Personnel Policy, Professors, *Salaries, *Teacher Salaries
This report is principally a study of various alternatives to the existing set of elements that constitutes the University of Calgary's salary system. The study is based primarily on personal interviews with academics and administrators at the University of Calgary and on a set of responses to letters sent to academics and administrators throughout Canada. The first section of the study deals with the general salary structure particularly as related to the relative income status of University of Calgary academic staff and the resultant social and economic status of the academics; market pressures and the problem of overlapping scales; the peculiarity of the faculty of medicine; flexibility as a means to greater efficiency in the salary system; flexibility via market supplements; flexibility via salary overlaps between ranks; and the question of should academic rank be abolished. Section 2 deals with the question of merit increments, section 3 discusses the length of the contract year, and section 4 analyzes the question of supplementary income. (HS)

ED 072 729 HE 003 772
Haehn, James O.
Is College Teaching So Bad That Most Professors Ought To Be Sued for Malpractice?
Pub Date Nov 71
Note—15p.; Presented at the Annual Conference of the California Educational Research Association (50th, San Diego, November, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Educational Quality, *Higher Education, Professors, *Teacher Evaluation, *Teaching Quality
This document presents the results of one item that was included on two surveys of the California State Colleges professors that were designed to elicit attitudes concerning occupational satisfaction. The item in question stated that college teaching is so bad that most professors ought to be sued for malpractice. In answer to the item, 7% of the respondents to the 1968 survey stated that they strongly agreed that most college teaching was bad. Another 40% moderately agreed, 6% indicated they had no opinion on the item, 23% moderately disagreed, and 25% strongly disagreed. In the 1970 survey, 8% of the respondents stated strong agreement with the negative judgments of college teaching; 33% indicated moderate agreement; 35% moderate disagreement; and 24% strong disagreement. It was evident upon examination of the data that faculty under forty are more likely to be unhappy with the present state of college teaching than faculty fifty or older, but rank and field of the professors seem to reveal no basis for comparison. (HS)

ED 072 730 HE 003 773
Duvall, William H., Comp. Duvall, Virginia S., Comp.
An Index to Major Articles in "The Chronicle of Higher Education." Volume I-VI.
Texas Tech Univ., Lubbock.
Pub Date 72
Note—55p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Higher Education, *Indexes (Locaters), *Newspapers, *Subject Index Terms
This document presents an index to articles that have appeared in the Chronicle of Higher Education from November 23, 1966 through August 30, 1972. The articles are listed under the general topic heading of: Academic Calendar; Accreditation; Administration; Admissions; Alumni; Attrition and Graduation; Black Colleges; Book Reviews; Church Related or Private Colleges; College Health Services; the College President; the College Student; College Teaching or Grading; Curriculum; Ecology; Educational Associations and Study Commissions; Enrollment; Experimental Colleges; Faculty; Financing Higher Education; Foundations; Graduate, Law, and Medical School; Health Problems, Drugs and Drinking; Housing; Integration in Higher Education; International Students and Studies; Intercollegiate Athletics; Job Placement; Junior and Community Colleges; Law and Higher Education; the Military, Selective Service, and ROTC; Minority Groups; National Student Organizations; Religion and the Campus Ministry; the Role of the Federal Government in Higher Education; Social Involvement and Research; Southeast Asia Involvement; Special Interest Articles; Student Financial Aid; Student Protest and Discipline; Student Publications and Radio Stations; Trustees; Unions and Collective Bargaining; Urban Universities and Urban Studies; and Women. (HS)

ED 072 731 HE 003 774
Professional Training Programs in Maternal and Child Nursing.
Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.
Report No—DHEW-HSM-72-5400
Pub Date 72
Note—28p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.20; No. 1730-0026)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Care, *Child Care Occupations, *Females, *Graduate Study, *Health Occupations Education, *Higher Education, Medical Education, *Nursing, Pediatrics Training, Pregnancy
The Maternal and Child Health Service gives support to 13 graduate programs in maternal and child nursing with the objective of increasing the pool of nurse specialists in this field. Each program is briefly described in this pamphlet. Students accepted into a graduate program are eligi-

ble for stipends that cover living expenses, tuition, and a certain amount of travel. Eligibility for stipends is determined by the school. Following the descriptions of graduate programs is a listing of other programs for nurses that are supported by the Maternal and Child Health Service. (Author/HS)

ED 072 732 HE 003 775
Higher Education Enrollment and Projected Enrollment 1960-1982.
Virginia State Council of Higher Education, Richmond.
Pub Date Oct 72
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Planning, *Enrollment Projections, Enrollment Rate, Enrollment Trends, *Higher Education, Planning, *Statewide Planning

The statewide higher education enrollment projections presented in this document are advanced as planning guidelines based on the State Council of Higher Education for Virginia's best estimate of future trends and conditions. Tables presented offer information concerning (1) projected college enrollments (resident degree credit) to 1982 for Virginia (related to 18-21 year-old population); (2) projected college enrollments (resident degree credit) to 1982 for Virginia (related to 18-24 year-old population); (3) distribution of Virginia residents in College, 1970-1982; and (4) projected enrollment for Virginia's institutions of higher education, 1970-1982. (HS)

ED 072 733 HE 003 776
Colloquium on Higher Education in Connecticut. Presentations by Principal Speakers.
Connecticut State Commission for High Education, Hartford.
Pub Date Sep 72
Note—47p.; Presentations made at the Colloquium on Higher Education in Connecticut, Southern Connecticut State College, New Haven, Connecticut, September 25, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Educational Planning, *Higher Education, *Master Plans, Planning, *Statewide Planning

Presented in this document is the text of presentations delivered by the principal speakers at the Colloquium on Higher Education in Connecticut. The colloquium was decided on as one means of accomplishing dual goals: (1) informing the public of the Commission's program for developing a Master Plan for higher education pursuant to the provisions of Public Act 194 of the 1972 General Assembly; and (2) eliciting suggestions and comments over an extended period of time. It is expected that the Master Plan will serve as an instrument to maximize the return on Connecticut's precious investment in higher education. It will help in decisionmaking, and it will project what may be expected from the choices made. Further, by providing accurate information in advance, it will make possible maximum cooperation among institutions as well as maximum utilization of valuable resources. (Author/HS)

ED 072 734 HE 003 777
An Annotated Interoffice Bibliography on Graduate Education, Part III.
Illinois Univ., Champaign. National Board on Graduate Education.
Pub Date 31 Dec 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Graduate Study, *Higher Education, *Professional Education

This publication contains an annotated bibliography of materials (books, articles, reviews and others), published and unpublished, that make a contribution to the expanding literature on graduate education. The content of the document includes only those materials collected between August 15, 1972 and December 31, 1972. The citations are presented under the headings of history and development, structure and function, instruction and research, manpower, costs and financing, and recommendations. An author index is also included. (HS)

ED 072 735 HE 003 779
National Science Foundation Guide to Programs Fiscal Year 1973.
National Science Foundation, Washington, D.C.
Report No—NSF-72-23
Pub Date [72]
Note—92p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, *Federal Aid, *Financial Support, *Higher Education, Research, *Scientific Research

This guide is designed to provide summary information about support programs of the National Science Foundation, and is intended as a source of general guidance for institutions and individuals interested in participating in these programs. Program listings describe the principal characteristics and basic purpose of each activity, eligibility requirements, closing dates (where applicable), and the address from which more detailed information, brochures, or application forms may be obtained. (Author)

ED 072 736 HE 003 784
Cornish, D. J. Batty, J. F.
A Cost Analyses of the Five Public Colleges in Alberta 1970-71. Resource Allocations. Master Planning Monograph 8.
Alberta Colleges Commission, Edmonton.
Pub Date Jun 72
Note—148p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cost Effectiveness, Educational Administration, *Educational Finance, Educational Planning, *Higher Education, *International Education, *Resource Allocations

Educational planning, whether conducted on an institutional or systemwide basis, is synonymous with the future allocation of human and physical resources for the purpose of achieving a desired future state. In order that allocative decisions might be made on rational grounds, it is necessary to identify and assess the implications of current and alternative resource allocations. The findings reported in this monograph provide intra-institutionally comparable expenditure data for each of the 5 public colleges in Alberta, and by so doing, provide a quantitative analysis of current resource allocation. In addition, the study details the specific data elements required and the collection and analysis procedures to be followed in conducting an expenditure analysis on an annual basis. The findings reported in this study should prove useful to administrators, faculty, and students in each public college as information for reviewing resource allocations and for relating expenditures to output measures and indicators. The methodology used in conducting the analysis should prove useful to administrators throughout the system of postsecondary education in their efforts to make the best possible use of the human and physical resources that are allocated to the educational enterprise. (Author/HS)

ED 072 737 HE 003 785
McLeish, John
Social Characteristics and Motivations of Students in Non-University Post-Secondary Educational Institutions in the Province of Alberta. Student Needs. Master Planning Monograph 7.
Alberta Colleges Commission, Edmonton.
Pub Date May 72
Note—464p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Aspiration, *Educational Opportunities, *Higher Education, *International Education, Student Interests, *Student Needs

This document presents the results of an extensive study whose ultimate purpose was to identify the aggregate perceived values, needs, and aspirations of the total postsecondary nonuniversity student population in the Province of Alberta. It describes in considerable detail the needs and motivations of various groups of students enrolled in a variety of postsecondary, nonuniversity educational institutions. In doing so, the monograph also evaluates the degree of accessibility of colleges to different strata of people and the perceptions that students have with regard to the services being provided. (Author/HS)

ED 072 738 HE 003 786
Nelson, Fred A.
Independent Higher Education in California.
California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.
Pub Date Jan 73
Note—217p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Educational Finance, *Higher Education, *Private Colleges, *Public Support, *State Aid, *Statewide Planning

The Joint Committee on the Master Plan for Higher Education in California commissioned the present study to be undertaken to answer many questions concerning independent higher education in the state. Among the questions included in the study description are: (1) What is the present contribution of independent institutions to California higher education? (2) Is it in the interest of the state to maintain and/or expand the contributions of independent higher education? (3) Are the independent institutions being utilized in such a way as to maximize their contributions to California higher education? (4) Should the option to attend an independent college or university be available to all qualified students? (5) Should the state provide financial assistance to independent higher education? (6) In what ways are public and private institutions interdependent? (7) What are the benefits of the existing dual system to students, taxpayers and to the quality of California higher education? (Author/HS)

ED 072 739 HE 003 787
Report of the Task Force - Space for Health Sciences. Building Blocks. Volume III.
Council of Ontario Universities, Toronto.
Pub Date Nov 72
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Facility Guidelines, *Facility Requirements, *Health Facilities, *Higher Education, International Education, *Space Utilization, Statewide Planning

The Task Force on Space for Health Sciences is one of four task forces established by the Committee on Capital Financing of the Council of Ontario Universities to work toward the development of a capital formula that would define space needs and building costs for Ontario universities. Each task force has a particular assignment related to the collection, examination, and selection of data to be presented in a formula that would (1) reflect the present space needs at each Ontario university; (2) predict future space needs in the light of changes in enrollment and curricula; and (3) provide for an equitable distribution of capital funds to these universities. The various disciplines for which space needs are estimated include medicine, rehabilitation therapy, art as applied to medicine, optometry, dentistry, pharmacy, nursing, and hygiene and public health. (Author/HS)

ED 072 740 HE 003 788
Information Manual. 1972-73. Coordinating Council for Higher Education in California.
California State Coordinating Council for Higher Education, Sacramento.
Pub Date Sep 72
Note—99p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annual Reports, *Educational Coordination, *Higher Education, Manuals, *Statewide Planning, *Statistical Data

This information manual from the Coordinating Council for Higher Education in California is divided into three sections. Section one contains the Donahoe Higher Education Act, Council Special Rules of Order, Council Membership, Method of Appointment and Terms of Office of Council Membership, Council Members' Addresses, Council's 1972-73 Budget, Council Staff, Council Resolutions List, Council Publications List, and the Schedule of Meetings of the Council and the Governing Boards. The second section is comprised of the higher education fact sheets including listings of the California institutions of higher education, fall enrollments in California higher education, enrollment projections for California public higher education, state support for higher education, 1972-73, faculty salary schedules at the University of California, and faculty salary schedules at the California State University and Colleges. The final section lists members of the various California governing boards, educational agencies, and legislative committees. (HS)

ED 072 741 HE 003 789
Ameele, Martha Jones, Griffith
YOUTHPOLL, 1972 Freshman Class.
State Univ. of New York, Buffalo. Univ. Research Office.
Pub Date 72

Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, *College Freshmen, Drug Abuse, Drug Addiction, *Higher Education, *Questionnaires, *Student Attitudes, *Student Opinion, Student Reaction, Voting Rights

This poll was administered to a total of 282 prospective college freshmen at the State University of New York at Buffalo to elicit their attitudes toward and opinions of such items as drug use and addiction, violence as opposed to nonviolence in civil protests, and the 18 year-old vote. At least 74% of the students responding to Youthpoll disagreed with: violence in demonstrations, taking of hard drugs, and characterizing the activist as a "mental case." At least 78% approved of: writing to public officials, circulating petitions, nonviolent change, protesting nonviolently, tutoring, 18 year-old voting, and campaigning for public officials. (HS)

ED 072 742 HE 003 790
Jellema, William W.
Higher Education Finance. A Comparative Study of Matched Samples of Black and White Private Institutions.
Southern Regional Education Board, Atlanta, Ga.
Pub Date 72
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Economics, *Educational Finance, *Financial Problems, Financial Support, *Higher Education, *Negro Colleges, *Negro Education

The nation's private black colleges face financial concerns similar to those that occupy the attention of administrators and trustees of the private white colleges. Although these are mutual concerns, the significant and unique role served by the black colleges historically and the needs of these institutions today merit special concern. This document presents an analysis of comparisons of the 14 private black colleges and a matched sample of predominantly white private colleges. Implications drawn from the findings support observations and results of other attempts to define the financial requirements important to the continued development of resources and capabilities at the predominantly black institution. Among the findings of the study were: (1) The black colleges fell slightly short of the 5% minimum level for library support that is generally considered acceptable. (2) Regarding faculty salaries, the data revealed that professors at the white colleges received 9.8% greater compensation than did professors at the black colleges. (3) Staffing needs in student services have received particular attention at the black colleges, especially in the areas of admissions, student orientation, counseling assistance, and placement. (4) The average black college allocated $225 more per student for financial aid than did the average white college in 1968-69. (HS)

ED 072 743 HE 003 791
Horowitz, Joseph L. Sedlacek, William E.
Freshmen Expectations of the University of Maryland, 1971-72.
Maryland Univ., College Park. Counseling Center.
Report No—RR-9-72
Pub Date 72
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Freshmen, *Higher Education, *Student Attitudes, *Student Opinion
Identifiers—*University of Maryland

The present study had as its purpose to determine incoming freshmen expectations of the University of Maryland. Two models of the College and University Environment Scales (CUES) were utilized in the study, and the data were analyzed to determine the relationship between CUES I and CUES II results, between 1969 and 1971 freshmen perceptions, and between the perceptions of freshmen entering different colleges of the university. Results of the study indicate that the two instruments seem to be measuring the same things, and incoming freshmen held the same expectations of the institution regardless of their intended college of enrollment. Large changes were recorded between 1969 and 1971 on all scales of CUES except scholarship. These changes were in the direction of significantly lower expectations and were more in line with perceptions of upperclassmen. Several new and emerging roles for student personnel workers seem possible and desirable. (HS)

ED 072 744 HE 003 793
Drew, David E. Creager, John A.
The Vietnam-Era Veteran Enters College.
American Council on Education, Washington, D.C. Office of Research.
Report No—ACE-RR-Vol 7-No 4
Pub Date Dec 72
Note—58p.
Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Disadvantaged Youth, *Higher Education, *Student Characteristics, Veterans, *Veterans Education

This document presents a comparison of 1971 college freshmen who have been divided into the subgroups of veteran and nonveteran to determine differences in personal background and characteristics. The Student Information Form (SIF) was used to elicit information from the 171,509 respondents. Some of the findings of the study include: (1) Veterans were from more disadvantaged backgrounds as measured by parents' educational backgrounds and incomes and fathers' occupations. (2) Veterans were more likely to be nonwhite. (3) As to religious background, the veterans were more likely to be Protestant and less likely to be Jewish or "other" than nonveterans. (4) Compared to 1.2% of the nonveterans, 38% of the veterans were married. (5) Veterans generally had poorer academic records in high school than did nonveterans, and the educational aspirations of the veterans were lower. (6) In giving reasons for deciding to attend college, veterans were more likely to give such reasons as gaining a general education, becoming more cultured, improving reading and study skills, and learning more about things that are of interest. They were less likely to say that they had come to college because they wanted to meet new and interesting people or because their parents wanted them to go. (HS)

ED 072 745 HE 003 794
de Wolf, Virginia Lunneborg, Patricia W.
Descriptive Information on Over-35 Undergraduate Students.
Washington Univ., Seattle. Bureau of Testing.
Pub Date Dec 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Adult Students, *Higher Education, *Student Characteristics, *Womens Education

This report summarizes information about the 100 women and 53 men over 35 years of age who entered the University of Washington as undergraduates between spring 1970 and autumn 1971. The information was provided by the participants on a biographic survey that was administered at the same time as the Washington Pre-College Test Battery. High school background and early family life, prior education and vocational/educational goals, community and employment activities are covered in addition to current major, class, and academic status. Attention is directed throughout to differences between the sexes of which the most noteworthy findings appear to be the higher secondary school performance and lower aspirations of the females in the sample. (Author/HS)

ED 072 746 HE 003 795
Stordahl, Kalmer
Student Perception of the Campus Environment.
Northern Michigan Univ., Marquette. Institutional Research Office.
Pub Date Dec 72
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Environment, *Higher Education, *School Environment, *Student Attitudes, *Student Opinion
Identifiers—*Northern Michigan University

In the spring of 1968 Northern Michigan University and 28 other midwestern colleges and universities participated in a study designed to assess students' perceptions of their campus environment. The study was conducted under the auspices of the Central State Colleges and Universities (CSCU) Cooperative Research Program. Six areas were identified as descriptive of the campus environment: (1) academic environment; (2) facilities and services; (3) cultural climate; (4) communications; (5) community relationships; and (6) ethical and moral values. The inventory that was developed consisted of 150 items, 25 within each of the six areas. Each item describes a condition, practice or circumstance considered by the CSCU committee to be a desirable characteristic of a college or university campus. Respondents were asked to indicate the extent to which they agree or disagree with each statement using the following options: strongly agree, agree, disagree, strongly disagree, and uncertain or do not have adequate information to respond. The results of the study are presented in this document. (Author/HS)

ED 072 747 HE 003 796
Adams, John F.
Risk Management and Insurance. Guidelines for Higher Education.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 72
Note—172p.
Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Activism, *Educational Administration, *Higher Education, *Insurance Companies, Management, *Risk

Insurance companies, following the campus unrest of the late 1960's and early 1970's, became rather wary of insuring college and university campuses because of the great amount of risk involved. As a study committee found, however, the risk of insuring educational facilities had been overestimated due to widespread newspaper and television coverage of isolated incidents that were generalized to the entire higher education community. This document is meant to be a guide to college and university administrators who are unaware of the means and approaches to minimizing risks in order to obtain lower insurance premiums. Chapters are included in the guidebook on: (1) Risks Peculiar to Higher Education; (2) Discovering and Evaluating Risks and Exposures; (3) Loss Prevention and Loss Limitation in Higher Education; (4) the Nature of Insurance; (5) Property Insurance; (6) Casualty and Liability Insurance Coverages; (7) Insured Fringe Benefits; (8) The Insurance Market; and (9) Risk Management, Institutional Administration, and Policymaking. (HS)

ED 072 748 HE 003 797
Racial and Ethnic Enrollment Data from Institutions of Higher Education Fall 1970.
Office for Civil Rights (DHEW), Washington, D.C.
Report No—OCR-72-8
Pub Date [71]
Note—212p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.75)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Educational Finance, *Educational Opportunities, *Federal Aid, Financial Support, *Higher Education, *Minority Groups, *Negro Education, *Negro Students

This publication presents racial and ethnic enrollment data for institutions of higher education responding to the 1970 Civil Rights Survey of Institutions of Higher Education. The survey covered institutions receiving or expecting to receive some form of federal financial assistance, and data were requested concerning number and percentage of minority enrollment for both main and branch campuses of the institutions. (HS)

ED 072 749 HE 003 798
Strang, William A.
Consulting for Black Enterprise...Experiences During the Second Year. Volume II.
Center for Venture Management, Milwaukee, Wis.
Pub Date 71
Note—110p.
Available from—Center for Venture Management, 811 East Wisconsin Avenue, Suite 945, Milwaukee, Wisconsin 53202 ($4.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Business Administration, Consultants, *Course Descriptions, Graduate Students, Graduate Study, *Higher Education, *In-

ternship Programs, Minority Groups, *Negro Businesses

This document presents a report on and description of the Minority Business Consulting Program, a graduate course at the University of Wisconsin Graduate School of Business. The basis of the course is students' gaining the faith of black small businessmen in hopes that the students, with their knowledge of business practices, might help the businessmen in their endeavors. The essence of this course was based on the field work of the student and not his in-class activities. The 6 case studies presented in this volume are intended for the use of future students interested in working on an internship basis in small business, particularly black small business. See also HE 003 799. (HS)

ED 072 750 HE 003 799

Strang, William A. And Others

Consulting for Black Enterprise...A Challenge to the Business Establishment.

Center for Venture Management, Milwaukee, Wis.

Pub Date 70

Note—93p.

Available from—Center for Venture Management, 811 East Wisconsin Avenue, Suite 945, Milwaukee, Wisconsin 53202 ($4.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Business Administration, Consultants, *Course Descriptions, *Graduate Study, *Higher Education, Internship Programs, Minority Groups, *Negro Businesses

This document presents a description of the Minority Business Consulting Program, a graduate course at the University of Wisconsin Graduate School of Business. The report is presented for various audiences. It is presented as a working document for college instructors and administrators as a possible vehicle for a program in enterprise formation and small business management. The essence of this course was based on the field work of the student and not his in-class activity. The success of this field activity was based on obtaining clients who are willing to open up and share their feelings, burdens and failures with the student consultant. Case studies are presented that give great insight into the area of black capitalism, and some guides to the problems of creating small businesses are presented. See also HE 003 798. (HS)

ED 072 751 HE 003 800

Bellott, Fred K. Bliss, Sam W.

A Small College Information System. Report of an Administrative Improvement Project in Data Processing at Freed-Hardeman College, Henderson, Tennessee.

Memphis State Univ., Tenn. Bureau of Educational Research and Services.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date [72]

Note—120p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Colleges, Computer Oriented Programs, *Computer Programs, Educational Administration, *Higher Education, *Information Networks, *Information Systems, *Small Schools

This document presents basic conceptual components associated with the development and implementation of a college information system at Freed-Hardeman College. Section one presents the rationale for college information systems and establishes the need for improving information systems. The major characteristics essential to the design and implementation of a college information system are discussed in section two. In addition, a generalized network of major activities relating to the development and implementation of a college information system is provided for the purpose of presenting a conceptual activity plan. The third section describes the work in progress at Freed-Hardeman College where unit record (punch-card) equipment is still being used for data input preparation and for processing many applications that have not been converted to computer processing. Personnel of the college have demonstrated quite effectively that a small college has obtained the advantages of a low-cost, unit record system and the minimal cost of purchased computer time. The compatibility of its card processing system has been effectively coupled with the use of a computer on a part-time basis. The disadvantages of such an arrangement have been kept to a minimum through an adequately trained staff maintaining a high level of communication with the computer center. (Author/HS)

ED 072 752 HE 003 801

Minority Group Enrollment, Housing and Financial Aid Statistics, Fall 1969 Through Fall 1971.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No—SUNY-34

Pub Date Sep 72

Note—82p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Housing, Educational Finance, *Educational Opportunities, Enrollment, *Enrollment Trends, Equal Education, Financial Support, *Higher Education, Housing Opportunities, *Minority Groups, *Statistical Data

Identifiers—New York, State University of New York

This report is a compilation of statistics on minority group enrollment, housing, and financial aid at the institutions under the program at the State University of New York from 1969 through 1971. The report contains data on the minority group status of full-time credit course students only. With few exceptions, the proportion of minority students has increased in all types of state university institutions. Progress can be seen in two dimensions: in minority students as a percent of total enrollment for each year, and in the net gain in this percent from 1969 to 1971. Some indication of the effort to encourage minority student enrollment can be found in the tables on institutionally determined financial aid that list the number and amounts awarded by each college to each minority group. University-owned or university-supported housing statistics show similar gains in the number of minority students served. These gains in enrollments and services over a 4-year period attest to the commitment of the State University of New York to equal educational opportunity. (Author/HS)

ED 072 753 HE 003 802

Hampton, Sandra H.

American College Testing Program Institutional Self-Study Survey.

Northern Michigan Univ., Marquette. Institutional Research Office.

Pub Date Dec 72

Note—87p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cocurricular Activities, *College Students, *Higher Education, *Student Interests, Student Needs, *Student Opinion, *Surveys

Identifiers—American College Testing Program Institutional Sel, Northern Michigan University

In the spring of 1971, students at Northern Michigan University (NMU) were asked to complete the Institutional Self-Study Service (ISS), an instrument that has as its purpose to direct attention to the characteristics, qualities, and educational needs of students. The general objectives of the study at NMU were: (1) to provide students an opportunity to evaluate aspects of the NMU campus community; (2) to obtain selected descriptive information on students' background and college plans; and (3) to explore students' out-of-class achievement and development. Responses to items on the instrument are reported by class level, college residence, home location, and grade point average. Comparisons with similar national surveys are made. (HS)

ED 072 754 HE 003 805

Eberle, August W. Thompson, Robert E.

Sabbatical Leaves in Higher Education.

Student Association of Higher Education, Bloomington, Ind.

Pub Date 73

Note—24p.

Available from—Student Association for Higher Education, Education 319, Indiana University, Bloomington, Indiana 47041 ($1.00 prepaid)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—College Teachers, *Higher Education, *Leave of Absence, Professional Education, Professors, *Sabbatical Leaves, *Teacher Improvement, *Teacher Welfare

This document presents a status report of various sabbatical leave policies and plans at 386 higher education institutions across the U.S. The report provides information that can serve as a guide for institutions that do not presently provide sabbatical leaves of absence or that can be compared with existing sabbatical leave plans. It was found that: (1) approximately two thirds of all respondents grant sabbatical leaves; (2) administrators are more likely to be eligible for sabbatical leaves in public institutions than in nonpublic ones; (3) tenure is a required condition to receive sabbatical leaves in about 60% of the institutions; (4) about 3 out of 5 senior level institutions indicated that professorial ranks are the only ranks eligible; (5) an average of slightly more than 6 years of service is required before a sabbatical leave may be taken; and (6) sabbatical leaves are considered a significant facet of the professional growth of faculty members and administrators. (HS)

ED 072 755 HE 003 806

Benham, Lee

Women's Economic Returns from College, Graduate Education and Nurses' Training Through Earnings and Marriage.

Spons Agency—Chicago Univ., Ill. Center for Health Administration Studies.; Public Health Service (DHEW), Bethesda, Md. National Center for Health Services Research and Development.

Pub Date 1 Jan 73

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bachelors Degrees, Doctoral Degrees, *Educational Benefits, Family Income, *Females, Graduate Study, *Higher Education, *Income, Masters Degrees, Nurses, Professional Occupations, Sex Discrimination, *Womens Education

Studies of occupational choice and the demand for education conducted by economists have generally focused on the pecuniary cost and earnings streams associated with these choices. It has been recognized that many other factors influence such choices, but models using earnings alone have been fairly successful in predicting these choices for men. This paper examines the returns for women with college education, graduate education, and nurses training. The study examines the following two alternative income streams associated with women's educational and occupational choices: (1) discounted earnings, the traditional measure of returns; and (2) discounted family income resulting from marriage. Tables are presented dealing with: (1) women's mean earnings, husbands' income, and family income in 1959, by women's education and race; (2) values at age 18 of various measures of lifetime income for women by education and race at discount rates of 0%, 5%, and 10%, in $1,000's; (3) internal rates of return to women's education estimated from women's earnings and husbands' income; (4) men's mean earnings, wives' income, and family income in 1959 by men's education; (5) academic degrees earned by sex in 1960-61 and 1964-65; (6) women's mean earnings, husbands' income and family income in 1959 for registered nurses and for other women with 13-15 years of schooling; and (7) number of entrants into registered nurses' training and general college programs in selected years. (Author/HS)

ED 072 756 HE 003 807

Interinstitutional Cooperation in California Higher Education.

Academy for Educational Development, Inc., Palo Alto, Calif. Western Region.; California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.

Pub Date Jan 73

Note—79p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Consortia, Cooperative Education, *Cooperative Programs, *Higher Education, *Interinstitutional Cooperation, *Statewide Planning

Identifiers—California

In a recent report, the Carnegie Commission found that in the process of expanding educational opportunity, there was great merit in forming consortia or cooperative arrangements among and between colleges and universities in the same geographical location. It is the purpose of this report to examine the potential benefits of interin-

stitutional cooperation in California, the extent to which such cooperation is now pursued, obstacles to further cooperation, and the steps that the California legislature might reasonably take to substantially expand such cooperation. (Author/HS)

ED 072 757 HE 003 808

Financing Postsecondary Education in California.

Academy for Educational Development, Inc., Palo Alto, Calif. Western Region.; California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.

Pub Date Jan 73

Note—128p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Educational Finance, *Financial Problems, Financial Support, *Higher Education, *Post Secondary Education, *Statewide Planning

This document presents an overview of the financial aspects of postsecondary educational institutions in California and suggests some recommendations for the alleviation of financial problems. The study consisted of extensive research of the current literature on financing, gathering key data on the California system, reviewing the pertinent testimony presented to the California legislature, and discussing financing problems with key persons in the state government and in each institutional segment. Some of the findings of the investigations include: (1) the public segments feel that they have been forced to educate increasing numbers of students with funds that, in terms of constant dollars, have not risen as rapidly as enrollments; (2) student financial aid needs are only partially being met, and both grants and loans are inadequate to meet the state's goal of open access to postsecondary education; and (3) competition for funding among the segments is intense and wasteful, and has had effects ranging from duplication of efforts and lack of cooperation to mild paranoia. (HS)

ED 072 758 HE 003 849

Light, D. W., Jr. And Others

The Impact of the Academic Revolution on Faculty Careers.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—AAHE-10

Pub Date Feb 73

Note—79p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Faculty, *Educational Change, Educational Improvement, *Higher Education, *Professors, *Teacher Welfare

In this report a three-strand model for faculty careers is developed. These strands are the disciplinary, the institutional, and the external career of faculty. An attempt is made to determine the outcome of the "academic revolution" spoken of by Jencks and Reisman in their landmark study of that title. Some of the topics covered include faculty power, influence, and prestige, recruitment and promotion, academic markets, and initial socialization of faculty toward their discipline and their teaching role. The report evaluates the diverse studies on faculty careers and synthesizes them into a general framework. Rather than review the literature, however, it selects the most valuable information from all the research to provide as complete an analysis as possible of faculty careers. (Author/HS)

ED 072 759 HE 003 858

Bonner, Donald

Evaluating the Effects of Using Upperclassmen Trained in Group Dynamics to Lead Small Process-Oriented Freshman Orientation Groups. Final Report.

East Central State Coll., Ada, Okla.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Pub Date Dec 72

Contract—OEC-6-71-0521(509)

Note—80p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Freshmen, Educational Experiments, Experimental Programs, *Higher Education, *Orientation, *School Orientation

The basic purpose of the present study was to study the effectiveness of using trained peers to lead small process groups in freshman orientation. A sample of 253 freshman students from East Central State College in Ada, Oklahoma, were used for the experiment. The instrument used to determine whether perceptions of the college campus climate differed after alternate freshman orientation programs was the College and University Environment Scales (CUES). It was found that the experience of participating in a small group led by a trained peer did not change the perceptions of the freshmen in such a way as to be observed on the CUES. Neither of the experimental treatments influenced the cumulative grade point averages during the first semester, and neither influenced the enrollment ratios of the groups for the succeeding semester. (HS)

ED 072 760 HE 003 859

Johansson, Charles B. And Others

Research on the Program of Expanded Educational Opportunities. Final Report.

Macalester Coll., St. Paul, Minn.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-E-034

Pub Date Jan 73

Grant—OEG-5-71-0017(509)

Note—43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Youth, *Economically Disadvantaged, Educationally Disadvantaged, *Educational Opportunities, *Higher Education, *Minority Groups

In the fall of 1969, a program to expand educational opportunities for economically disadvantaged students was initiated at Macalester College in Minnesota. During the preceding academic year, 3% of the Macalester students were non-white, whereas by the fall of 1972, just 3 years after the program was initiated, the non-white percentage had risen to approximately 15%. By the fall of 1969, more than 20 non-white faculty and staff were hired and several supportive programs had been developed. Through the spring of 1972, 76% of the Expanded Educational Opportunity (EEO) students who enrolled in the fall of 1969 were still enrolled at Macalester. Average grades for the EEO students were approximately one standard deviation below those of the non-EEO sample, a difference similar to the difference in high school grades between the 2 groups. EEO students were more likely that non-EEO students to major in the behavioral or social sciences and less likely to major in the fine arts, humanities, and physical sciences. (Author/HS)

ED 072 761 HE 003 861

Minutes of the III General Assembly of the Standing Conference of Rectors and Vice-Chancellors of the European Universities, September 2-9, 1964.

Standing Conference of Rectors and Vice-Chancellors of the European Universities, Geneva (Switzerland).

Pub Date Jan 66

Note—681p.

EDRS Price MF-$0.65 HC-$23.03

Descriptors—*Conference Reports, *Cooperative Planning, Educational Opportunities, *Educational Planning, Educational Quality, *Higher Education, Interinstitutional Cooperation, *International Education, Research, School Industry Relationship, School Size

Identifiers—Europe, European Education, France, Germany

This document presents the minutes of preparatory meetings to and the proceedings of a conference of rectors and vice-chancellors of the European universities held from September 2 to September 8, 1964. Some of the major addresses at the conference dealt with the topics of: (1) the university in the modern world; (2) the university and universality in Europe today; (3) the unity of the university; (4) the responsibility of the university towards society and towards itself; (5) conditions of access to the university in Europe; (6) the relationship between the university and industry; (7) problems arising from the coexistence of universities and colleges of advanced technology; and (8) the responsibility and the representation of the student body. The chapters are presented first in French, then in German, and finally in English. Related documents are HE 003 862 and HE 003 863. (HS)

ED 072 762 HE 003 862

The Optimum and Maximum Size of the University.

Standing Conference of Rectors and Vice-Chancellors of the European Universities, Geneva (Switzerland).

Pub Date 64

Note—336p.; Reports and minutes concerning the preparation of the III General Assembly to be held at Goettingen from September 2-9, 1964

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Educational Opportunities, Educational Quality, Educational Responsibility, *Higher Education, Interinstitutional Cooperation, *International Education, *Research, School Industry Relationship, *School Size, *Universities

Identifiers—Europe, European Education, France, Germany

This document, which deals in whole with the optimum and maximum size of the university, is broken down into 4 major chapters, each of which was written by an expert in the particular field. The first discusses the unity of the university and studies: (1) the unity of the university, including in particular the relationship between the university and industry; (2) the mission of the university, including in particular the role of research in university education; and (3) the problems arising out of the coexistence of universities and "grandes ecoles techniques." The second chapter, entitled "The Responsibility of the University towards Society and towards Itself," discusses in part: (1) the university as a community of the teaching staff and the student body; (2) the university and its faculties (including the maximum size of a faculty); (3) the danger of a decline of quality in a university; and (4) the freedom and autonomy of the university. The third chapter deals with the conditions of access to the universities in Europe, and the fourth and final chapter deals with the responsibility and the representation of the student body, including statutes and method of selection of the representatives. Minutes of the 7th, 8th and 9th Meetings of the Permanent Committee of the Standing Conference of Rectors and Vice Chancellors of the European Universities are also presented. The chapters are presented first in French, then in German, and then in English. Related documents are HE 003 861 and HE 003 863. (HS)

ED 072 763 HE 003 863

Steger, Hanns-Albert, Comp.

The Universities Europe. Evolution of the Standing Conference of Rectors and Vice-Chancellors of the European Universities, 1948-1962.

Standing Conference of Rectors and Vice-Chancellors of the European Universities, Geneva (Switzerland).

Pub Date 64

Note—743p.

EDRS Price MF-$0.65 HC-$26.32

Descriptors—*Cooperative Planning, *Educational Planning, *Higher Education, *Interinstitutional Cooperation, *International Education

Identifiers—Europe, European Education, France, Germany

The aim of the present study is to show how, as a result of the establishment in Dijon in September 1959, of a "Standing Conference of Rectors and Vice-Chancellors of the European Universities", a completely new kind of cooperation has grown up among the universities of Europe. The history of the conference, including a discussion of its ideological conception in 1948 following World War II, is presented. Discussion is centered on the following 8 areas: (1) the development of national rectors' conferences with independent general secretariats; (2) regular bilateral conferences between national groups; (3) regular meetings of the secretaries-general of the national rectors' conferences; (4) the setting up of the Standing Conference of Rectors and Vice-Chancellors of the European Universities; (5) the solution of problems arising from cooperation between autonomous universities and national governments or supranational or international political associations; (6) deliberate exploitation of the variety of university structures in Europe

for the purposes of an active European university policy; (7) the development of a procedure for determining the equivalence of different courses of study of comparable standard; and (8) regular conferences of European Ministers of Education and Science. The chapters are presented first in German, then in French, and then in English. Related documents are HE 003 861 and HE 003 862. (HS)

ED 072 764 HE 003 865
Adelson, Marvin
Professional Competence Core: An Interdisciplinary Curriculum for Undergraduates--Evaluation Package. Final Report.
California Univ., Los Angeles. School of Architecture and Urban Planning.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-I-088
Pub Date Sep 72
Contract—OEC-9-71-0041(057)
Note—144p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, Course Evaluation, *Curriculum Evaluation, Decision Making, Decision Making Skills, *Higher Education, *Interdisciplinary Approach, *Performance Criteria, Professional Education, Program Evaluation, *Student Evaluation
This report presents a plan for ongoing evaluation of the Creative Problem-Solving Curriculum for Undergraduates at UCLA. The curriculum is an important departure in the University's approach to the education of undergraduates. It provides an option for those students whose aims tend to be action-oriented. It is generally concerned with their competence as decisionmakers and effectuators, and is directed mainly to those intending to enter graduate professional training. The report describes the performance objectives for the program; the information flows of evaluative information; an abstract model of the curriculum and a corresponding picture of the way it is being actualized this year; behavioral objectives for students in the program; forms for collecting evaluative material from students, faculty members and outside advisors; a computer printout of that part of student evaluation of selected courses that can be dealt with objectively; and comments about how the evaluative information will be handled. (Author)

ED 072 765 HE 003 868
Education Directory 1972-73, Higher Education.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—DHEW-OE-73-11404
Pub Date Dec 72
Note—553p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No.1780-01110; $6.00)
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Catalogs, *Colleges, *Directories, *Higher Education, Program Descriptions, *Statistical Data, *Universities
This annual directory lists institutions in the United States and its outlying areas offering at least a 2-year program of college level studies in residence. The information presented for each institution includes the telephone area code and number, the address, the congressional district and county in which the institution is located, the identification code, the fall 1971 enrollment, undergraduate tuition and fees, sex of student body, calendar system, control or affiliation, highest level of offering, type of program, accreditation, and principal administrative officers. (Author)

ED 072 766 HE 003 887
Ambry, Edward J. Heiss, George D.
A Model Consortium Program for Educational Research Development and Evaluation in New Jersey Colleges. Final Report.
Montclair State Coll., Upper Montclair, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-B-019
Pub Date Nov 72
Grant—OEG-2-710019
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Cooperation, *Consortia, *Educational Research, *Higher Education, Institutional Research, *Interinstitutional Cooperation, Research, Statewide Planning, Teacher Education, Teacher Educator Education
Identifiers—New Jersey, *Research Consortium of New Jersey Colleges
In September 1971 ten institutions of higher education in New Jersey formed a research consortium that would enable the institutions, each of which has teacher education programs, to develop research programs and research skills within their faculty. The major objectives of the consortium for the first year of operation were: (1) to develop a structure that would establish a close working relationship among colleges offering programs for education majors; (2) to increase the research capabilities of individual faculty members through a structured training program that would acquaint participants with the most current research techniques and facilities available; (3) to establish a structure through which research information, results, and facilities can be disseminated among and within the faculties of member colleges and other institutions; (4) to identify individuals and facilities in member institutions who can aid in the research process; and (5) to encourage research by faculty in the member institutions, consortium-wide research, and research on a statewide level. (HS)

JC

ED 072 767 JC 730 037
The Illinois Public Junior College System. A Program Review.
Illinois Economic and Fiscal Commission, Springfield.
Pub Date Jan 73
Note—238p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—College Cooperation, College Faculty, College Programs, Educational Administration, Educational Counseling, Educational Facilities, *Educational Improvement, *Educational Practice, Financial Support, Junior Colleges, Junior College Students, Post Secondary Education, Program Effectiveness, *Program Evaluation, Remedial Programs, State Colleges, State Legislation, *State Surveys, Student Opinion, Tables (Data), Technical Reports, Transfer Programs, Vocational Education
Identifiers—*Illinois
A program review of Illinois' public junior college system was conducted. Two thousand students, teachers and administrators on 19 campuses were surveyed. Findings in these areas are discussed: (1) the baccalaureate-transfer mission--Junior colleges are not sufficiently screening applicants for such programs. (2) occupational education mission--Many programs and services are not adequately matched to manpower and student needs. (3) developmental remedial mission--At some colleges students who need remedial help are not sought out; remedial programs are often unsatisfactory. (4) general studies and community service--Older and younger students are being served, but the quality of community service programs varies greately. (5) Accessibility--Accessibility through public relations, housing, and scheduling are generally adequate, but financial aid is limited. (6) counseling--Student-counselor ratios vary widely. (7) faculty unionization--Some union contracts constrain experimentation and innovation. (8) management and facilities--Executive personnel and Finances are frequently not handled well. (9) Illinois Junior College Board--Staff should be reorganized and enlarged. (10) academic effectiveness and administrative quality--Productivity of facilities and personnel and institutional research must be improved. (11) interdistrict cooperation and Statewide coordination--Some impediments here can be remedied through legislation. (12) State structure, present and future--Lines of authority are diffuse. (KM)

ED 072 768 JC 730 038
Roesler, Elmo V., Ed.
A Report on the Survey of High School Students' Educational Plans and Opinions Relating to the Area Two-Year Institutions.
Appalachian Developing Institutions Consortium.
Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.
Pub Date 72
Note—59p.; Spring 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Consortia, Educational Needs, Post Secondary Education, Program Planning, Questionnaires, Sampling, *Secondary School Students, Socioeconomic Background, *State Surveys, Student Characteristics, Student College Relationship, Student Opinion, Tables (Data), *Technical Institutes, Technical Reports
Identifiers—*Appalachia, North Carolina
A survey of high school juniors and seniors in areas served by members of the Appalachian Developing Institutions Consortium was conducted to: (1) discover the kind of image each consortium institution had with these students; and (2) obtain information on these students' backgrounds and educational plans to assist administrations in establishing productive communication, to aid in recruitment and program planning, and to increase the accuracy of enrollment predictions and estimates of space needs. Questionnaires were administered to more than 12,300 students. A ten percent random sample was used for analysis. Consortium findings and conclusions for each item on the questionnaire are included. Criticism (by the research coordinators) of the strengths and weaknesses of the study's design and administration and the exclusion or modification of questions is provided. Tables of the data collected are presented in Appendix A. Appendix B is a copy of the questionnaire. (KM)

ED 072 769 JC 730 039
Roesler, Elmo V., Ed.
Five-Year Alumni Study of Community College and Technical Institute Students. 1966-67 to 1970-71.
Appalachian Developing Institutions Consortium.
Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.
Pub Date 71
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Alumni, Community Colleges, *Consortia, Educational Experience, Employment Experience, *Followup Studies, Graduates, *Graduate Surveys, Institutional Research, Post Secondary Education, Questionnaires, School Surveys, Student Opinion, Tables (Data), *Technical Institutes, Technical Reports, Vocational Education, Vocational Followup
Identifiers—*Appalachia, North Carolina
A survey was conducted among alumni of Asheville-Bancombe Technical Institute. Questionnaires were mailed to approximately 941 alumni, and 691 or 73 percent were returned. Questions dealt with: (1) personal background information; (2) graduates' experiences with employment, military service, and post-two-year college work; (3) graduates' evaluations of the ABTI program as adequate preparation for their subsequent activities; (4) experiences in specific subject fields and changes graduates would make regarding their majors; (5) graduates' recommendations for upgrading administration, teaching practices, use of the physical plant and equipment, and curriculum. Data will be used to establish alumni files and in a consortium-wide sharing of alumni data. Results showed that: (1) 92 percent were employed; (2) 367 noted post-ABTI education or training; and (3) over 90 percent found counseling and/or advisory services helpful. Background information on the study, the alumni study questionnaire, and tabulated responses to questions for the eight consortium institutions are provided in appendices. (KM)

ED 072 770 JC 730 040
Roesler, Elmo V., Ed.
Community College and Technical Institute Follow-Up Study of Students Enrolled During One or More Quarters. Fall, 1970 to Fall, 1971.
Appalachian Developing Institutions Consortium.
Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.
Pub Date 71
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Dropouts, *Community Colleges, *Consortia, *Dropout Characteristics, Dropout Research, Employment, *Followup Studies, Institutional Research, Post Secondary Education, Questionnaires, Salaries, School

Surveys, Student Opinion, Tables (Data), Technical Institutes, Technical Reports, *Withdrawal
Identifiers—*Appalachia, North Carolina
A followup study was conducted by Wilkes Community College of its attrition population. The purposes were to: (1) determine factors contributing to student withdrawal; (2) create a profile of conditions concerning students who withdrew; and (3) ascertain what students did during the first quarter after leaving. One hundred questionnaires, representing 19 percent of the attrition population, were mailed to students who had been enrolled for 12 or more credit hours in degree or diploma programs. Ninety-two forms were returned. Results showed that: (1) 37 percent found employment or entered the military, 17 percent were attending other schools, and 46 percent had no marketable skills (including 8 percent who were housewives and 4 percent looking for jobs); (2) many reasons were identified as factors contributing to withdrawal, but family or personal reasons were cited most often as the most important reason, with employment and dissatisfaction following in frequency; and (3) median beginning weekly salaries for attrition students were $10 lower than those for alumni, and median current weekly salaries were more than $20 lower. Background information on the study, the attrition study questionnaire, and a list of consortium personnel are provided in appendices. (KM)

ED 072 771 JC 730 041
Gold, Ben K.
The Institutional Goals Inventory, Spring, 1972.
Los Angeles City Coll., Calif.
Spons Agency—California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.
Report No—LACC-RS-73-2
Pub Date Jan 73
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Faculty, *Community Colleges, Comparative Analysis, Educational Attitudes, Educational Needs, *Educational Objectives, *Institutional Research, *Opinions, Post Secondary Education, Questionnaires, School Community Relationship, *State Surveys, Student College Relationship, Student Opinion, Tables (Data), Technical Reports
Identifiers—California, Institutional Goals Inventory
Los Angeles City College participated in a Statewide survey of institutional goals. The Institutional Goals Inventory was given to 400 LACC faculty, day and evening students, and community people, and 92 percent were returned. Inventory statements covered 20 goal areas designed to determine present thinking as to what the institutional goals are and what they should be. Respondents were asked to respond to each of 90 statements in two ways (how important the goal is and how important it should be) on a 5-point importance scale. Ten additional statements about controversial educational issues were to be answered on a "should be" basis only. Data are given for the "is" and "should be" responses, for the discrepancies between the two, and for the responses from the 68 participating community colleges. Among the results were that: (1) vocational preparation was the top-ranking "should be" goal area for both LACC and the 68 colleges; (2) in 19 goal areas, LACC means were above those of the 68 colleges for both the "should be" ratings and the discrepancies; (3) no goal area showed a negative discrepancy given by any LACC subgroups; and (4) eight individual goal statements were ranked in the top five on both the "should be" scale and the discrepancy scale by one or more of the LACC subgroups and the total group. The Institutional Goals Inventory statements, rankings and mean responses of 90 statements by LACC respondents, and goal area means and standard deviations are provided in appendices. (KM)

ED 072 772 JC 730 042
Annual Report: Vermont Regional Community College Commission, Inc. Year Ended June 30, 1972.
Vermont Regional Community Coll. Commission, Montpelier.
Pub Date Jun 72
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Colleges, *Demonstration Programs, Educational Finance, Educational Objectives, Instructional Staff, Post Secondary Education, Program Descriptions, *Program Development, Program Evaluation, *Statewide Planning, Student Characteristics, Student Employment, Student Enrollment, Tables (Data)
Identifiers—*Vermont
The Vermont Regional Community College Commission was established to oversee the preplanning phase of the OEO grant to establish a community college demonstration model. The VRCCC developed a demonstration model of the community college system through 3 regional sites responsible for developing community college operations in Vermont communities. The number of students has steadily increased from 100 during the first trimester to over 700 during the fourth. During the past year, demand has exceeded available courses by nearly two to one. The report includes: (1) history of the commission; (2) goals, accomplishments and highlights of FY1971; (3) VRCCC learning programs and systems; (4) student and teacher support; (5) planning, management and evaluation; (6) staff development; (7) preliminary costs study; and (8) commission plans and funding for FY1972-73. Appendices contain a summary of student statistical data, financial exhibits, cost study exhibits, and lists of VRCCC members, current VRCCC staff and qualifications, courses, teachers and teacher qualifications, locations of regional sites, and VRCCC documents and reports available on request. (KM)

ED 072 773 JC 730 043
Parker, Charles A.
Cost Benefit Analysis. Community College of Vermont.
Vermont State Dept. of Education, Montpelier.
Pub Date Dec 72
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Comparative Statistics, Educational Finance, Estimated Costs, Program Budgeting, *Program Costs, Program Evaluation, State Colleges, State Universities, Statistical Data, Student Costs, Unit Costs
Identifiers—*Vermont
A cost benefit analysis of the Community College of Vermont revealed that (1) the proportions of State support of the total budgets for Vermont's institutions of higher education are 22.7% at UVM, 37.2% at the VSC, and 12.7% for the Community College; (2) tuition is budgeted for FY73 to generate 27% of total cost at UVM, 29.6% at the VSC, and 29.6% at the Community College; (3) tuition cost to students is $120 per course unit at UVM, $90 at the VSC, and $45 at the Community College; (4) faculty costs are $450 per course at the Community College and range from $750 to $900 at the VSC; (5) proportion of the total budget going directly for instruction is 49.6% at the VSC and 65.8% at the Community College; (6) the start-up cost for another state college would be $14,000,000, while another Community College regional site would be $36,548; (7) the percentage of Vermont students going on to higher education is approximately 20% less than the national average; many of the added enrollment in other States are in community colleges; and (8) the Community College's FY74 budget request is .6% of the costs to the State of support for unemployed or low-income people; the community college provides help for these people. The figures for the Community College are projections for FY74. (Author/KM)

ED 072 774 JC 730 044
Ittner, Fred E.
Project to Develop a Cost Benefit Model for Vocational Programs at College of Alameda. Final Report.
Alameda Coll., Calif.
Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.; Peralta Junior Coll. District, Oakland, Calif.
Pub Date Aug 72
Note—51p.; Project No. 01-61267-C101-71
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Cost Effectiveness, Educational Benefits, Educational Finance, Followup Studies, Graduate Surveys, *Models, Post Secondary Education, Program Costs, Program Evaluation, Tables (Data), Technical Reports, Unit Costs, *Vocational Education, *Vocational Followup
A pilot study is reported in the development of a cost/benefit analysis model for vocational education programs in community colleges and its application to three programs at the College of Alameda. This model can be used to compare and assess the effectiveness of occupational education programs at the same college or different colleges at the same time or at different times. The model is based on the idea that program costs generate measurable return on investment in terms of income derived from placements of students who have completed the program. It is a generic model that is flexible enough to allow users to develop specific models to suit the particular needs of a particular college or district. The model includes a selection of costs to be assessed and analyzed in terms of program costs and benefits to be derived. The mosel was applied to the business equipment technology, dental assisting, and diesel mechanics programs at the College of Alameda. Institutional direct and indirect costs were selected for analysis because the model's use was determined to be primarily for the allocations and reallocation of institutional resources. Benefits used were increased earnings to the student who completed the program and was placed in the field for which he was trained. Results indicated that the increased income on entering the field was quite small. Further followup studies should be conducted to determine the extent of salary increases, and students and faculty should be better informed of the starting salaries for various fields. (KM)

ED 072 775 JC 730 045
Byerly, Richard L. And Others
Evaluation Model for Career Programs. Final Report.
Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-G-065
Pub Date Dec 72
Grant—OEG-7-71-0022
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, *Community Colleges, *Curriculum Evaluation, Curriculum Planning, Item Analysis, *Models, Performance Criteria, Post Secondary Education, Program Evaluation, Questionnaires, *Surveys, Tables (Data), Technical Reports, Training Objectives, *Vocational Education, Vocational Followup
A study was conducted to provide and test an evaluative model that could be utilized in providing curricular evaluation of the various career programs. Two career fields, dental assistant and auto mechanic, were chosen for study. A questionnaire based upon the actual job performance was completed by six groups connected with the auto mechanics and dental assistant programs at the Des Moines Area Community College--students, ex-students, advisory board, employers, potential employers, and instructors. The questionnaires were divided into sets of items based on job performance objectives, and means were determined for each group on each set of items. The means were tested with an analysis of variance procedure. Where significant differences were found, paired "t" tests were used to determine which groups were responding differently. The analysis showed significant differences for: auto mechanics--fuel system, starting system, electrical, suspension and alignment, engine, and power train; dental assistant--x-ray procedures, office procedures, and chairside procedures. The differences found indicated the areas for curricular revisions and objective-by-objective analysis. (Author/KM)

ED 072 776 JC 730 046
Allied Health Education Programs in Junior Colleges/1970.
National Institutes of Health (DHEW), Bethesda, Md. Div. of Allied Health Manpower.
Report No—DHEW-NIH-72-163
Pub Date [72]
Note—403p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Community Colleges, *Directories, Health Occupations, *Health Occupations Edu-

cation, Health Services, *Junior Colleges, Post Secondary Education, Program Descriptions, Questionnaires, Tables (Data), Vocational Education

This directory of allied health programs in junior colleges was compiled to provide a comprehensive source of allied health training programs in two-year colleges and to provide data on which to establish national, regional, State, and local priorities for health manpower education. It may also serve as a supplementary reference for guidance counselors and for professional organizations. Information was obtained from a questionnaire sent to all the institutions (1,038) listed in the "1970 Junior College Directory" and returned by 1,030. Of these institutions, 708 offered, or planned to offer, at least one course in allied health education. The Directory is organized into several inventories, which constitute cross-references of the information obtained: (1) programs by State, in which each institution has all its programs listed--basic occupational education, short-term and future programs; (2) programs by type of allied health specialty; these, in turn, have been divided according to location by State and institutions; (3) future programs arranged by type of program; and (4) short-term programs by type of allied health specialty. Types of programs inventoried are: administrative, biomedical engineering and instrumentation, emergency, environmental control, laboratory, medical care assistants, medical records and office, mental health and psychiatric, miscellaneous, nursing, optical and visual care, radiological, and rehabilitation. (KM)

ED 072 777 JC 730 047

Second Annual Three-Site National Instructional Assessment Conference on Individualized Instruction: Its Status in Community Colleges. Conference Proceedings.

Community Coll. Association for Instruction and Technology.

Pub Date Nov 72

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, Conference Reports, *Individualized Instruction, *Instructional Innovation, Post Secondary Education, Speeches, *Teaching Techniques

These proceedings of the Second Annual Three-Site National Conference on Instructional Assessment provide the agenda, an outline of a self-directed tour of the Meramec Learning Laboratories, "Individualized Instruction in Community Colleges, a Status Report" by Walter E. Hunter, and the keynote presentation, "Why Reinvent the Wheel?" by George H. Voegel. Reports from the conference group sessions concern: Business; English and Humanities; Instructional Administration; Mathematics; Library--Instructional Resources; Science and Technology; and Social Science. Abstracts are provided of the papers and descriptions that were circulated during the conference. An evaluation of the conference by slightly more than 50% of the attendees is summarized. The status of individualized instruction is presented as to advantages of individualized instruction and the format of the instruction (audio-tutorial, programmed, laboratory, and self-directed learning). It is stated that most, if not all, community colleges now employ some individualized instruction. Research is needed to determine the kinds of individualized instruction programs that are helpful in solving teaching-learning problems in community colleges. (DB)

ED 072 778 JC 730 048

Kintzer, Frederick C., Ed.

Workshop for New Community Junior College Presidents and Their Wives.

California Univ., Los Angeles. Graduate School of Education

Pub Date Jul 72

Note—53p.

Available from—Office of the UCLA Community College Leadership Program, University of California, Los Angeles, California (limited number of copies available; no price quoted)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Educators, *College Administration, *Community Colleges, Junior Colleges, Leadership Training, Post Secondary Education, *Presidents, Professional Continuing Education, Speeches, Summer Workshops

Identifiers—*California

The activities of and papers presented at the annual Summer Workshop for New Community Junior College Presidents and their wives, held at UCLA, July 9-14, 1972, are provided in this report. The papers and their authors are as follows: "Toward Efficiency in Community College Instruction" by B. Lamar Johnson, "The Human Relations Process" by William J. Crockett, "Administrative Organization and Leadership in the Community Junior College" by R. Dudley Boyce, "Administrative Biases on Making Democratic Administration Work" by John W. Dunn, "Communication" by Edward Simonsen, "Administrate: A Simulation Game for New College Presidents" by Eileen P. Kuhns. "Some Horizons for Leaders" by Norman C. Harris, and "Community College Presidents" by James L. Wattenbarger. A list of the names of the workshop staff and of the workshop participants is provided. (DB)

ED 072 779 JC 730 049

Selgas, James W. And Others

The Impact of the College on the Local Economy. Research Report No. 11.

Harrisburg Area Community Coll., Pa.

Pub Date 73

Note—113p.

Available from—Harrisburg Area Community College, 3300 Cameron Street Road, Harrisburg, Pa. 17110 ($3.50)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Community Colleges, Data Collection, *Economic Research, *Expenditures, *Financial Support, Models, Questionnaires, Research Methodology, *School Community Relationship, Tables (Data), Technical Reports

Identifiers—*Harrisburg Area Community College

Significant aspects of the economic relationships between the Harrisburg (Pennsylvania) Area Community College and the local community were studied, and quantitative information regarding such relationships is presented. The impact on business was measured in terms of increased cash flows in the local economy. Both an inclusive and a conservative estimate were made for each type of expenditures in the local area by college-related individuals. The total estimated impact in terms of increased cash flows was $4,039,431 inclusive and $2,229,868 conservative. A local multiplier of 1.45 was applied to these figures to arrive at full estimate impact figures of $5,857,175 inclusive and $3,233,309 conservative. After the negative impact of taxes was accounted for, the operation of the college contributed 2 to 4.5 million dollars annually to the cash flow of the local economy. The impact of the college on local government was shown by the estimated $220,350 inclusive and $93,936 conservative taxes paid by college-related persons. The taxes used to support the college is a negative economic impact, but the net impact including increased expenditures was definitely positive. The study also revealed that the revenue picture was relatively positive, in that less than 30% of the operating budget comes from local taxes, and almost 50% comes from non-local sources. Appendixes to the report provide: The Multiplier; College Revenues; Omissions from ACE Format; Population Figures of Sponsoring School Districts; Economic Impact Studies and Computer Simulation; Summary of Funds and Major Capital Expenditures through July 1, 1972; and Instrument. References, 16 tables, and 7 figures are included. (DB)

ED 072 780 JC 730 050

Moughamian, Henry

A Five-Year Longitudinal Study of City Colleges of Chicago Transfer Students, September 1967-June 1972.

Chicago City Colleges, Ill. Central Offices.

Pub Date Nov 72

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, *College Students, Community Colleges, Higher Education, Longitudinal Studies, Post Secondary Education, Statistical Data, *Student Characteristics, *Student Mobility, Tables (Data), *Transfer Students

Identifiers—*City Colleges of Chicago, Illinois

A sample of approximately 40% (725) of City Colleges of Chicago (CCC) students who transferred to either an Illinois public or private senior institution in the Fall of 1967 was studied as to mobility patterns, student characteristics, and senior college performance. In terms of mobility, about 80% of the CCC transfer students went to seven Illinois institutions, and 7 of every 10 students attended public institutions. In relation to student characteristics, the transfer rate of CCC men students is higher than that of women; two of three students in the study were male. The women transfers attended predominantly local teacher training institutions. The curriculum chosen by the students was liberal arts (67%) and business (12%). Only 17% of the students had attained the associate degree prior to transfer; however, 6 of every 10 of the students remained at CCC more than two years following the date of first enrollment. A total of 84% transferred to senior institutions during the same year in which they terminated at CCC. In terms of ability, the transfer population showed more similarity to senior college students than to those in community college. Of the nongraduates, over one-half earned 45 or more hours at CCC prior to transfer, and two-thirds earned all of their college credits. Senior college performance of this group showed a 20% attrition for the first year and 18% for the remaining four years of the study. The graduation rate over the five years was 60%, one-half of the students completing the requirements within two and one-half years after transfer. The study data are provided in 19 tables. (Author/DB)

ED 072 781 JC 730 051

Claesgens, Roger And Others

Grading Patterns and Practices. A Study of Grading Patterns and Practices During Winter Quarter, 1972 at St. Mary's Junior College, Minneapolis, Minnesota.

Pub Date 11 Dec 72

Note—100p.; Presented in partial fulfillment of Ed. Ad. 8-274, University of Minnesota

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Data Analysis, Educational Research, Evaluation Techniques, General Education, *Grades (Scholastic), *Grading, *Institutional Research, *Junior Colleges, Post Secondary Education, Questionnaires, *Student Evaluation, Tables (Data), Technical Education, Technical Reports

Identifiers—*Saint Marys Junior College

Results of a grading-policies study in 1972 at St. Mary's Junior College are presented. To obtain information regarding these policies, an eight-page questionnaire was administered to all 47 faculty members. The three parts of the questionnaire were: I. Evaluation Tools and Approaches; II. Overall Approach to Grading; and III. Other Factors in Evaluation. Each of the parts was analyzed for both general and technical education faculty members, and differences were noted. In addition, all technical education faculty (n=14) completed an additional one-page form relating to the grading practices used in the clinical experience. The study results include the following: (1) the final examination and final course grade, written quizzes and unit tests were the most frequently used in both general and technical education courses; (2) the most frequently used method of reporting evaluation to students in general education courses was the letter grade, whereas in technical education it was in terms of points; (3) the practice of pass/no pass and satisfactory/unsatisfactory was used infrequently; (4) in general education courses, the most frequent practice of determining letter grades was use of the normal curve and adjusting grades to fit performance; (5) in approximately 60% of general education courses and 70% of technical education courses, the evaluation score is translated into a letter grade either all, most, or some of the time; (6) generally, students did not "contract" for final grades in either type of course; (7) within the technical education courses, clinical laboratory factors are more important than any others. Six appendixes provide additional information. (DB)

LI

ED 072 782 LI 001 977

Hayes, R. M.

Education of Medical Library Systems Analysts.

California Univ., Los Angeles. Inst. of Library Research.

Spons Agency—National Library of Medicine (D-HEW), Bethesda, Md.

Pub Date 1 Apr 68
Note—17p.;(2 References); Number 1 of a Series of Reports on Education for Information Science (Documentation)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Curriculum, Course Descriptions, Degree Requirements, *Information Science, *Information Systems, *Library Education, Library Schools, Masters Degrees, *Program Descriptions
Identifiers—*Information Science Education, UCLA, University of California (Los Angeles)
A description of the degree program, Master of Science in Information Science (Documentation), given by the School of Library Service, UCLA is reported. The program is designed to provide students with both a common core of technical knowledge and directions for specialized, individual research work. The major emphasis is on information system design, however, and support for students specializing in medical library information systems has been provided by the National Library of Medicine. Details are presented of the program organization and structure, administrative organization and requirements for admission. The status of past graduates and present enrollees, as well as future plans, are summarized. (Other reports in the series are ED 039 911, 041 484, and LI 004 205.) (Author)

ED 072 783 LI 004 080
Annual Report of the Southwestern Library Interstate Cooperative Endeavor (SLICE) Project of the Southwestern Library Association (1st, October 1, 1971 to December 31, 1972); and Final Report for Council on Library Resources.
Southwestern Library Interstate Cooperative Endeavor, Dallas, Tex.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date 27 Dec 72
Note—152p.;(3 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Annual Reports, *Interstate Programs, Librarians, Library Associations, *Library Cooperation, *Library Networks, Library Services, *Professional Continuing Education, Program Evaluation
Identifiers—SLICE, Southwestern Library Association, *Southwestern Library Interstate Cooperative Endeav
The purposes of this annual report of the Southwestern Library Interstate Cooperative Endeavor (SLICE) are twofold. One purpose is to document the activities, achievements, failures, finances, and philosophy of the SLICE Project during the first fourteen months of its existence. The second purpose is to attempt to clearly communicate with all interested parties on the status, pitfalls, and potentials of a library interest cooperative endeavor in the six Southwestern Library Association states. Details of the first year's activities are presented and analyzed. It is believed that the organization, financial, and programmatic record might be of value to others contemplating a project similar to SLICE. The three main objectives of the first year's operation reported upon here are: sharing of the MARC-0 Data Base, a regional plan for a bibliographic network, and continuing education activities for librarians focusing on improving library services to the disadvantaged ethnic groups and a systematic planning and evaluation methodology. Also included are an evaluation of the first year, the financial statement and a projection of the future. (Other documents on SLICE are ED 065 147 through 065 150) (Author/SJ)

ED 072 784 LI 004 136
Information Retrieval Center of the Northern Colorado Educational Board of Cooperative Services. Final Report, FY 1970-71.
Northern Colorado Educational Board of Cooperative Services, Boulder. Information Retrieval Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 21 Jun 71
Grant—OEG-0-70-4304
Note—76p.; (23 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, Education, *Educational Research, *Information Centers, Information Dissemination, Information Retrieval, *Information Services
Identifiers—Boards of Cooperative Educational Services, Educational Resources Information Center, ERIC, NCEBOCS, *Northern Colorado Educational Board of Cooperative
The Information Retrieval Center of the Northern Colorado Educational Board of Cooperative Services (NCEBOCS) offers computer-and manually-produced information products to educators within a regional network. The Center searches the automated Educational Resources Information Center (ERIC) data base to provide three products: Catalog of Computerized Searches (CAT), Current Awareness Profiles (CAP), and Searches in Depth (SID). Manual searches of current educational literature comprise the Packets of Educational Topics (PET). This document describes the Center, its services and products, and is a report of activities during Fiscal Years 1970-1971. Growth statistics, public relations information (including newsletters), and monthly reports are included. (A related document is LI 004 137.) (SJ)

ED 072 785 LI 004 138
Irvine, Ruth
MARC for Cataloguers: An Explanation of its Use.
Southampton Univ. (England). Library.
Report No—SoUL-Apr4
Pub Date 72
Note—43p.; (0 References)
Available from—Southampton University Library, Southampton S09 5NH, England (75 pence)
Document Not Available from EDRS.
Descriptors—*Cataloging, Computers, *Library Automation, Library Instruction, Library Technical Processes, Seminars
Identifiers—*Machine Readable Cataloging
A seminar on practical MARC cataloging was held at Southampton University library in April 1972. MARC is an acronym for Machine Readable Cataloging, a system devised by the Library of Congress and developed with them by the British National Bibliography. MARC enables the catalog data for any given work to be read and manipulated by the computer, which means that each record is broken down into its component parts, and each is given a symbol (a tag) which the machine is programmed to recognize when action is required on it. In MARC, the breakdown of each record and the tagging structure is as detailed as is practical. This is to give the computer as much flexibility as possible in handling the data. This text was prepared for the use of the participants in the working seminar, and is being made available with the intent that it will aid catalogers and library school students in gaining a brief introduction to the MARC system. (Author/SJ)

ED 072 786 LI 004 139
Sirois, Gary J., Ed. Perrier, Monique, Ed.
Subject Headings for the Canadian Education Index. Fourth Edition.
Canadian Council for Research in Education, Ottawa (Ontario).
Pub Date Nov 72
Note—122p.; (0 References)
Available from—Canadian Education Index, 227 Laurier Ave. W. Suite 220, Ottawa, Ont. K1P 5J7 ($2.00)
Document Not Available from EDRS.
Descriptors—Bilingualism, Definitions, Education, English, Foreign Countries, French, *Subject Index Terms, *Thesauri
Identifiers—Canada, *Canadial Education Index
This alphabetical listing of subject headings, in English and French, contains definitions and explanations of terms used in the "Canadian Education Index." The headings are alphabetized by the English terminology, with the French equivalent along side. The definitions and explanations are in English. This publication is seen as a step towards a fully bilingual thesaurus with definitions and explanations, as well as an indispensable instrument for the introduction of a computerized system of educational information in Canada. (Author/SJ)

ED 072 787 LI 004 140
Barron, Paul Narin, Francis
Analysis of Research Journals and Related Research Structure in Education. Final Report.
Computer Horizons, Inc., Chicago, Ill.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-E-164
Pub Date 31 Oct 72
Contract—OEC-5-72-0022(509)
Note—68p.; (21 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Content Analysis, Educational Psychology, *Educational Research, Interprofessional Relationship, *Psychology, *Scholarly Journals
This study delineates the structure of the educational journal literature, and its relationship to surrounding psychological journals. Citations amongst 140 heavily cited, widely circulating journals were used to define the interrelationships between the journals, and by inference between the research areas they represent. All education journals of wide circulation which contained 100 or more references per year were used in the study. All of the maps and measures emphasize the dominant influence psychology has as the primary source of knowledge for education research. Elementary education and guidance are in the mainstream of education literature while higher and general education are not. Science education and special education are compact, self contained subfields having few connections with other education literature. Two-step citation maps linked each journal with the two journals it cites most frequently. The citation chains formed subfields maps showing the interrelationships between different graphic clusters of journals. A cluster analysis, using all of the citations from each journal, confirmed the subfield clusters generated by the graphic methodology. Hierarchies were constructed illustrating dependency relationships between the individual journals and between clusters of journals. Procedures were developed which isolated general and subfield core journals, and journals peripheral to education. (Author)

ED 072 788 LI 004 141
Meyer, Robert S.
Two Fineless Years, A History, Analysis, and Evaluation.
Meyer (Robert S.) and Associates, Walnut Creek, Calif.
Spons Agency—Alameda County Library System, Hayward, Calif.
Pub Date Aug 72
Note—66p.; (76 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—County Libraries, *Fines (Penalties), Library Circulation, Library Expenditures, Library Services, *Public Libraries
The purpose of this study is to summarize and evaluate the Alameda County, California library system's two years of operation under a no-fines policy and a centralized overdues facility, leading to recommendations for future action. The objectives of the study are to: (1) present an historical summary of the changes in the library policies and procedures regarding fines and overdue materials, along with the reasoning that led to those changes; (2) assess the effects of the new policies and procedures on library operations, including costs, circulation of materials, and relationships with patrons; and (3) evaluate suggested changes in those policies and procedures, including the possible reinstatement of the former policy on fines, and to develop recommendations for future action. After discussing the various purposes for which libraries have instituted fines, and the arguments that have been offered for abolishing them, the major portion of the report deals with the actual effects of operating under a no-fines policy, in six categories: use of the library, the library's collection, the library's clientele, fairness to patrons, the library's image and role, and the costs of library operation. (Author)

ED 072 789 LI 004 142
Hamm, G. Paul
An Historical Survey of the Relation Among the Philosophy, Method, and Libraries of American Theological Education.
Pub Date May 72
Note—185p.; (390 References); Doctoral Dissertation
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Philosophy, Historical Reviews, Librarians, *Libraries, Library Science, Literary Analysis, Religious Education, Teaching Methods, *Theological Education
Identifiers—*Library Role
This dissertation is the report of an analysis of the literature of American theological education. American theological education is defined here as the efforts of American Protestant theological schools, particularly the member schools of the American Association of Theological Schools (AATS), to prepare students for ministry. An as-

sumption of this study is that the role of the library is crucial to the success of theological education. The study is not limited to, but is primarily concerned with, three interrelated dynamics: the philosophy, teaching method, and libraries of theological education. A basic assumption of the analysis is that these three dynamics exert a reciprocal influence upon each other. The purpose of the study is to trace the historical development of the theological library as it responded to and, in turn, stimulated the philosophy and teaching method of theological education, and from the observation of these reciprocal influences to understand and project the library's potential in contemporary theological education. (Author)

ED 072 790 LI 004 143
Carmack, Bob
Report of the Interim Public Documents Study Commission to the 48th Session of the South Dakota Legislative Assembly.
Public Documents Study Commission, Pierre, S.D.
Pub Date Nov 72
Note—35p.; (6 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Government Publications, *Information Dissemination, *State Agencies, *State Government
Identifiers—Nonprint Media, *South Dakota
The definition of public documents includes non-print as well as print materials. More and more, non-print methods of communication (for example: films; filmstrips, slides) are being used as effective disseminators of information in and about state government. Such information, as with traditional print material, is of importance to the citizens of the state and thus must be accessible to the public. The Commission, however, recognizes that these public documents cannot be distributed in the same manner as conventional printed materials. Costs of duplication, reproduction, and storage present problems which require special consideration. Suggestions for deposit and disposition of these non-print documents have been included in the Proposals for Action (Chapter 4) recommendation No. 5 which outlines the clearinghouse/depository system. The problem of publication and distribution of the documents of local governments is not dealt with in this report. The Commission recognizes the importance of these documents and urges that further study be given to the problem. The Commission is also concerned about the extent of information duplication in the publications of state agencies. However, time and the complexities involved in determining whether or not such duplication actually exists precluded pursuing this problem. (See also LI 004 144 and LI 004 150) (Author/NH)

ED 072 791 LI 004 144
Kneebone, Ted And Others
Guidelines for Printing and Publishing South Dakota Public Documents. Preliminary Edition.
Public Documents Study Commission, Pierre, S.D.
Pub Date 72
Note—43p.; (8 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Government Publications, Guidelines, *Printing, *Publications, Standards, *State Government
Identifiers—*South Dakota
The basic reason for publishing this manual is the recognition that some degree of standardization in the publication of state documents is essential. These guidelines are intended as a handbook of minimum standards only. The types of publications and methods discussed are: (1) public documents, (2) books and pamphlets, (3) serials, (4) use of photographs and (5) document identification number. The appendices give examples for the publication of books, periodicals or journals, and newsletters. (See also: LI 004 143 and 004 150.) (Author/NH)

ED 072 792 LI 004 145
Weihs, Jean Riddle And Others
Nonbook Materials: The Organization of Integrated Collections.
Canadian Library Association, Ottawa (Ontario).
Pub Date 73
Note—115p.; (100 References)
Available from—American Library Association, 50 East Huron St., Chicago, Illinois 60611, ($6.50)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, *Cataloging, Information Storage, Instructional Materials Centers, Instructional Media, Libraries
Identifiers—*Nonprint Media
This book has been written for all types of libraries and media centres which wish to have an omnimedia catalog, i.e., one in which the entries for all materials, both book and nonbook, are interfiled. In order to integrate all entries successfully the same cataloging principles should apply to all media. A practical solution is to enter and describe non-book materials according to the rules already prescribed for books. Therefore, this volume develops its rules according to the precepts of Parts I and II of the "Anglo-American Cataloging Rules," varying these rules only when the nature of the material demands it. It is impossible to predict new media which may be developed in the future. These rules have been written to encompass the cataloging of new formats of existing media without the confusion and time lapse which attends the adoption of new rules. A knowledge of book cataloging and basic cataloging principles is presupposed. Throughout its text, references are made to the "Anglo-American Cataloging Rules," which is to be used for the detailed construction of main and added entries, dates, format of notes, etc. (Author/SJ)

ED 072 793 LI 004 146
World Guide to Library Schools and Training Courses in Documentation.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 72
Note—245p.; (0 References)
Available from—Clive Bingley Ltd., 16 Pembridge Road, London W11, England ($9.00)
Document Not Available from EDRS.
Descriptors—Books, Documentation, *Education, Educational Programs, Guides, Higher Education, *Information Science, Information Scientists, Librarians, *Library Education, *Library Schools, *Library Science
Identifiers—*Librarianship
The successful development of documentation and library services depends on the availability of sufficient qualified personnel. Unesco has therefore given high priority in its program to the question of professional training and will assist its member states in their efforts to train sufficient numbers of documentalists and librarians. To this end, particular attention is paid to education of librarians and documentalists at the university level, and to institutions willing to accept foreign students. This guide contains information on 306 schools and other institutions in 60 countries offering higher education in documentation and librarianship. For countries where education in this field is not yet fully developed, courses at a lower level or temporary courses are included. A list of the main subjects taught in each school has been included whenever possible as being of general interest and giving some indication of the scope of the program of study. It should be noted, however, that most schools, particularly in the USA, encourage students to enroll in a degree program as a whole and not just in selected courses. In addition to the theoretical training, nearly all the schools listed include extensive practical work and seminars in their programs. (Author/NH)

ED 072 794 LI 004 147
Tell, Bjorn V. And Others
The Use of ERIC Tapes in Scandinavia, Searching With Thesaurus Terms in Natural Language.
Council of Europe, Strasbourg (France). Council for Cultural Cooperation.; Royal Inst. of Technology, Stockholm (Sweden).
Report No—ECS-DOC-72-15
Pub Date 11 Nov 72
Note—24p.; (0 References); Ad Hoc Committee for Educational Documentation and Information. EUDISED Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Bases, Foreign Countries, *Information Dissemination, *Information Retrieval, *Information Services, Information Utilization, Relevance (Information Retrieval), *Search Strategies
Identifiers—*Educational Resources Information Center, ERIC, ERIC Tapes, Scandinavia, SDI, Selective Dissemination of Information
Since February 1971 the Royal Institute of Technology, Stockholm, has been running the ERIC data base mainly for SDI purposes. The implementation of the data base into the generalized search system, ABACUS, is described. One hundred and fifty-eight users received SDI service at present, 99 from governmental and educational institutions, 23 from industry, and 36 from abroad. Retrospective searches have also been made. Two methods of matching users to documents have been employed - the controlled vocabulary of the Thesaurus of ERIC Descriptors, and the free text words of titles. Some users' assessments of the relevance of the output have been gathered, and examples are given of query formulation into profiles and the resulting printout of references. A number of the profiles for the ERIC data base have also been run on data bases such as ISI, INSPEC and COMPENDEX. The practice of writing profiles which contain term types which are appropriate to only one of several data bases, against which they are searched, is discussed. A frequency list of words in the titles has been compiled in order to use a weighting procedure for sorting the printout. A training program for acquainting the user with this new service is needed. (Author/NH)

ED 072 795 LI 004 148
Salzer, Elizabeth M., Comp. Applebaum, Hannah B., Comp.
A Selected Bibliography of Books on Women in the Libraries of the State University of New York at Albany.
State Univ. of New York, Albany. Univ. Libraries.
Pub Date Jul 72
Note—226p.; (1855 References)
Available from—Bibliographical Services Section, Reference Dept., Univ. Library, State Univ. of N. Y. at Albany, 1400 Washington, Ave., Albany, N. Y. 12222 ($1.00 Cks to SUNYA Library, FSA Acct. 230-4Z)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Bibliographies, Books, *Females, Feminism, Government Publications, *Library Collections, *Library Materials, Periodicals, *University Libraries, Working Women
Identifiers—*State University of New York
This bibliography is limited to books, cataloged government documents, and whole or special issues of periodicals on women in the University Libraries of the State University of New York at Albany. The selection of items for inclusion in the bibliography has been as broad as possible except in the areas specified below. Books in the area of women's sports have been excluded except for those dealing with the formal physical education of women. These have been included in the education section. Technical books in the fields of obstetrics and gynecology have generally been excluded. Books on marriage and the family have been highly selected to include only those whose focal point is the relationship of women to marriage and the family. In general, biographies of individual women have been omitted. Only biographies of individual women important to women's movements or individual biographies giving insight into women in a particular condition or profession have been included. Literary works by women have been included only when they give a unique literary depiction of a particular type of woman. (Author)

ED 072 796 LI 004 149
Seidman, Ruth K., Comp. Castrow, Lee, Comp.
Recycling of Metals and Materials: A Selected Bibliography.
Environmental Protection Agency, Boston, Mass. New England Regional Office.
Spons Agency—Special Libraries Association, New York, N.Y. Metals/Materials Div.
Pub Date Sep 72
Note—13p.; (130 References)
Available from—Environmental Protection Agency, Room 2303, J. F. K. Building Boston, Mass. 02203. (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, Ecology, Environmental Education, *Library Collections, *Library Materials, *Metals, *Recycling, Special Libraries, *Waste Disposal
Recycling of metals and materials has as its purpose the easing of two major environmental crises. First, we re-utilize scarce and non-renewable resources. Second, solid waste disposal problems can be alleviated. Industry has long been concerned with reclaiming its own waste products, and is now beginning to respond to the need for dealing with municipal waste disposal

problems. Cities are faced with expensive programs; dumps are ugly and unsanitary; land for dumping is in short supply. Large-scale recycling of industrial and municipal wastes is a hopeful approach both to the resource and the solid waste disposal dilemma. Since recycling is currently an important research and development area, a bibliography on this subject should be useful to special librarians in the metals and materials field. Included is a selection of research reports, articles, and books, as well as industry and government brochures on the topic. (Author)

ED 072 797 LI 004 150

Kneebone, Ted, Ed. Snodgrass, Dorianne, Ed.

Directory of Informational and Statistical Sources. Preliminary Edition.

South Dakota State Planning Agency, Pierre. Office of Policy Information.

Spons Agency—Governor's Task Force on Policy Data, Pierre, S. Dak.

Pub Date Aug 71

Note—104p.; (450 References)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Directories, *Government Publications, *Information Dissemination, *Information Sources, *State Government, *Statistical Data

Identifiers—*South Dakota State Planning Agency

In using this directory to locate a specific item of information, consult the index. Choose the most specific key word you can think of rather than a general term. To get an idea of the type of information gathered by, or publications produced by a given department, check the Table of Contents for the name of the agency and the inclusive paging. The listings here are not intended to be publications currently available (1971). Since a standard listing form was not supplied to the contributors, this directory is not in standard bibliographic form. Not all of the information is readily available to the public or even to state officials. Consult the "format" column for an indication of availability. Items marked "confidential" are usually not available. Many items listed here are not published in print form but rather are in the form of punched cards, computer tape, disc packs, etc. Readers must make the necessary arrangements to use unconventional forms. To obtain copies of published material, call or write the agency in question. (Author/NH)

ED 072 798 LI 004 151

Cohen, David

Narrative Evaluation Report on the Institute for: Creation, Selection and Utilization of Library Materials for Minority Groups (July 3-28, 1972).

City Univ. of New York, Flushing, N.Y. Queens Coll.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 72

Note—83p.; (0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Institutes (Training Programs), Librarians, Library Materials, *Library Services, *Minority Group Children, *Minority Groups, *Program Evaluation

The Institute held at Queens College was designed to contribute to the improvement of library services to children and young adults with minority group orientation and/or socially disadvantaged status. The focus was upon providing better materials for Black, Indian, Mexican, Oriental and Puerto Rican Americans by improving the ability of librarians, publishers, writers, editors and teachers to meet more effectively the recognized important information needs of these minority groups. This Institute represented the first time that the subject of the treatment of more than one of the minority groups in library media was to be examined systematically and in depth by a group of experienced librarians from all over the country. Various technical and administrative aspects of the Institute are evaluated in this narrative report. Contained in the appendices are: rosters of participants, consultants and the advisory committee; feedback data from the participants in tabular form; evaluator's reports on Library Services to the Spanish and Library Materials for Minority Groups; and publicity releases on the Institute. (LI 004 152 contains related material.) (Author/SJ)

ED 072 799 LI 004 152

Suppliers of Spanish-Language Materials and Films for Spanish-Speaking and Spanish-Culture Groups.

American Library Association, Chicago, Ill. Adult Services Div.; City Univ. of New York, Flushing, N.Y. Queens Coll.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 72

Note—22p.; (60 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Catalogs, Directories, *Films, Foreign Language Books, Foreign Language Films, *Library Materials, Publishing Industry, *Spanish Americans, *Spanish Speaking

Publishers and distributors of Spanish-language materials are listed to assist librarians interested in obtaining such items for their collections. Nearly fifty entries contain the name, address, and services of publishers and distributors located in Mexico, Puerto Rico, Spain, South America and the U. S. Over sixth films, chosen from over 150 previewed, of interest to librarians and community groups working with Spanish-speaking persons are listed. Included are films in both Spanish and English. The title, cost, source and a brief description are given for each entry. (These two separate listings were prepared for the Library Materials for Minority Groups Institute at Queens College. An evaluation of the Institute is available as LI 004 151.) (SJ)

ED 072 800 LI 004 153

Report of Commission IV. Proposed Programme and Budget, 1973-1974 and Draft Medium-Term Outline Plan, 1973-1978. Chapter 4 - Communication.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 13 Nov 72

Note—67p.; (0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Budgets, *Communications, Information Networks, *International Organizations, *International Programs, *Program Planning

Identifiers—UNESCO

Proposed programs and budgets for 1973-1974 of the following divisions of the Unesco Communication commission are summarized: Free flow of information and development of communication; Documentation, libraries and archives; Public information and promotion of international understanding; and, Statistics relating to education, science and technology, culture and communication. Recommendations for each division by the commission are included as an appendix to the report. (SJ)

ED 072 801 LI 004 154

On Line; [Summary of the Events and Activities of the ADP Conference (4th, Berkeley Springs, West Virginia, October 17-20, 1972)].

Department of Health, Education, and Welfare, Washington, D.C. Office of Management Systems.

Pub Date Dec 72

Note—96p.; (0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conference Reports, *Electronic Data Processing, Federal Programs, Planning, Project Applications, Standards, Telecommunication

Identifiers—*Department of Health Education and Welfare, HEW

A new approach was instituted for the fourth Automatic Data Processing Conference of the U. S. Department of Health, Education and Welfare. Agency personnel were interviewed prior to the Conference to establish questions and issues that the meeting ought to address. An objective opinion was sought from Organizational Development Associates, a contractor, on how best to structure the Conference. An agenda was distributed prior to the Conference; a summary of which is included as an appendix. Considering the agenda and structure of the Conference, "Track Reports" provide the most concise summary of the goals, issues, unresolved questions, recommendations, and needed actions developed at the Conference. The Track Reports (planning, telecommunications, standards, procurement and applications) form the basis of these proceedings. The keynote address, comments at the final session, roster of participants, and an assessment are added to complete the report. (Author/SJ)

ED 072 802 LI 004 155

Taylor, Ruth

The Role of Biomedical Librarians in a Local Basic Unit Library Organization.

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Report No—WSU-R-61

Pub Date Nov 72

Note—14p.; (9 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Librarians, Library Services, *Medical Libraries, Organization, Role Perception, *Staff Role

Identifiers—*Librarianship

The quality of library service in biomedical institutions ultimately depends upon basic unit librarians. Although the hierarchy is necessary, it can only have as much real authority and cooperation as institutions vest in it by their degree of understanding and sense of personal worth. Vital to this is the local peer groups, which serves two basic needs: a) individual recognition, achievement and responsibility to provide opportunity for personal growth, and b) collective competence and power to act effectively upon hierarchy groups involved in decision making. Within these two categories the seeming dichotomies of personal needs vs. social responsibility, individuality vs. group cooperation, uniqueness vs. conformity, independence vs. interdependence found in individuals and institutions can be fused and utilized in an effective way to influence social change. (Author)

ED 072 803 LI 004 156

McDonough, Irene Roberts

Card Catalog Study at Vigo County Public Library.

Vigo County Public Library, Terre Haute, Ind.

Pub Date 72

Note—16p.; (0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Catalogs, Library Surveys, *Public Libraries, Questionnaires, *Use Studies

The Vigo County Public Library studied patron use of the card catalog by reviewing nearly 300 questionnaires completed by student and adult users. The results indicate that the catalog is used equally to find author, title, and subject -- with the latter a bit more prevalent. Most users did not find the filing difficult, and preferred use of the catalog to browsing or asking the librarian for assistance. Fifty-one percent found the information in the catalog adequate, and 76% use the "-see" and "see also" references. Tabulated responses and tables of percentages based on the results of the questionnaire are included in this report. (SJ)

ED 072 804 LI 004 157

Cataloging and Technical Services Round Table (Indianapolis, Sept. 29-30, 1971).

Indiana Library Association.

Pub Date 71

Note—29p.; (0References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Catalogs, Librarians, *Library Acquisition, *Library Services, Skits, Use Studies

The service that librarians provide to their library patrons is focused upon in the proceedings of this meeting. Daniel Melcher discusses acquisitions as they relate to user service, and then answers questions. The text of a skit depicting interaction between users, librarians and the card catalog is presented. Also included are the questions and answers from a panel forum of library users. Edward N. Howard summarizes the entire program in the form of a reaction statement from a fictitious library patron-observer. (SJ)

ED 072 805 LI 004 158

Webster, Duane E. Putnam, W.

A Survey of the Recruitment, Staff Development, and Minority Employment Practices of Research Libraries.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.

Pub Date Jul 72

Note—18p.; (9 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Employment Practices, *Librarians, Library Surveys, Management, *Minority Groups, Personnel Evaluation, Recruitment, *Research Libraries, *University Libraries

Identifiers—ARL, Association of Research Libraries, *Library Administration

The focus of this survey, conducted by the Office of Management Studies, is on the seventy-eight university libraries in the Association of Research Libraries (ARL). Fifty-two libraries were interviewed by telephone calls which employed a detailed interview guide and produced a profile of practices and interests. All but three of the 25 non-participating libraries were covered by an earlier survey of continuing education. The results of this survey indicate that: (1) Recruitment practices emphasize the tried and true methods of visits to library schools, advertising in trade journals, contacting colleagues, and waiting for unsolicited applications; (2) While everyone likes the idea of staff development, few are providing concentrated organizational support; and (3) Most research libraries are actively recruiting minority staff and examining their employment patterns. The survey was also used to identify ARL member needs which could be met by the Office of Management Studies. The use of the telephone as a survey method is evaluated. Appendix I contains statistical results of the survey and Appendix II gives an annotated list of related materials. (Author/NH)

ED 072 806 LI 004 159

National Library of Medicine Training Grant Program 1965-1971.

National Library of Medicine (DHEW), Bethesda, Md.

Pub Date Oct 71

Note—19p.; (0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-213 229, MF $.95, HC $3.00)

Document Not Available from EDRS.

Descriptors—Grants, Information Science, Information Scientists, *Librarians, Library Education, Library Science, Manpower Development, *Medical Libraries, Medicine, *National Libraries, Special Education, Training

Identifiers—*Librarianship

In general, the program has made a significant impact on the field of biomedical librarianship and information sciences. The majority of employees now entering the field are products of these programs and are attaining high levels of professionalism. Their specialized training has provided new and improved skills. Presently there does not appear to be a crisis of manpower at the predoctoral level; however, there is a need for individuals trained at the doctoral level. Programs for continuing education at all levels should receive high priority. It appears that both the master's and the internship programs are equally providing personnel and should be continued. Among other recommendations, the report suggests that a study be undertaken to define and describe all training programs for biomedical librarians and informational scientists provided by the federal government, state and local governments, and other institutions and facilities. (Author)

ED 072 807 LI 004 160

Fishburn, Peter C.

Axioms for Lexicographic Preferences.

Pennsylvania State Univ., University Park. Coll. of Business Administration.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—ONR-TR-3

Pub Date Oct 72

Note—22p.; (12 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-752 489, MF $.90, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Decision Making, *Lexicography, Mathematical Logic, Mathematical Models, Set Theory

Identifiers—*Lexicographic Preferences

Two formulations for lexicographic preferences are characterized by axioms which avoid direct reference to the importance ordering of wants or criteria that is part of the lexicographic principle. A condition which identifies the noncompensatory nature of lexicographic preferences emerges in each axiomatization. The first formulation involves preference orders on a set of alternatives for each of n criteria or wants along with corresponding holistic preference orders; the second begins with a fixed preference order on a product set. When the number of criteria is infinite, preferences need be lexicographic only in a restricted sense. (see also LI 004 161) (Author)

ED 072 808 LI 004 161

Fishburn, Peter C.

Lexicographic Orders, Utilities and Decision Rules: A Survey.

Pennsylvania State Univ., University Park. Coll. of Business Administration.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—ONR-TR-4

Pub Date Oct 72

Note—74p.; (123 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-752 490, MF $.95, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Decision Making, *Lexicography, *Linguistics, Mathematical Logic, Mathematical Models, Set Theory

Identifiers—*Lexicographic Preferences

Proceeding from a unifying framework, the paper reviews recent developments in lexicographic orders, preferences, utilities, probabilities and decision rules. Several new results are included. (see also: LI 004 160) (Author)

ED 072 809 LI 004 162

Davis, Chas, Ed. Moffatt, Timothy L., Ed.

Library Group, The.

Evergreen State Coll., Olympia, Wash. Library.

Pub Date Oct 72

Note—90p.; (0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Libraries, Instructional Materials, Library Collections, Library Guides, Library Materials, *Library Reference Services, *Library Services, Manuals

Identifiers—*Evergreen State College Library, Nonbook Materials

This handbook is primarily of and about the Evergreen State College Library or the Library Group. The best way to find out what's in this book is to look in the back at the index/cross reference; that's the only complete listing. Everything which has been printed, whether writing, drawings or photographs, was done by someone in the Library Group (student or staff); that person is identified as the author. Little rewriting was done by the editors so as to maintain the author's original flavor, attitude and individuality. The rewriting and editing done was wholly in the name of clarity and/or to minimize redundancies. You'll get to know the people better this way. This handbook is not assembled to be read from cover to cover, beginning to end - although you may if you wish. It's more of a reference tool to be consulted when you've got a problem or question that needs something or somebody's help to solve same. The text is light, highly readable and sometimes humorous - but let's face it - there are some things about any library which don't lend themselves to levity. (Author/NH)

ED 072 810 LI 004 163

DeVolder, Arthur L.

Approval Plans: A Survey.

New Mexico Univ., Albuquerque. Zimmerman Library.

Pub Date 72

Note—16p.; (1 Reference)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Library Acquisition, *Library Material Selection, *Library Planning, Library Surveys, Questionnaires, *University Libraries

Identifiers—*Approval Plans, University of New Mexico

In order to gain information about what experiences limited-budget libraries have had with approval plans, a questionnaire was drafted to survey these libraries. The results of the questionnaire are presented in this paper. Twenty-four of the thirty-one libraries surveyed, responded. Responses to each of the questions asked are presented. In general it was apparent that all acquisitions librarians have to abide by the limitations of their institutions and that they are subject to control by the faculty. Many were concerned with the tie-in with one dealer, and they wished more jobbers would participate in approval plans. As a result of the survey and other factors, it was decided to set up a plan to cover all the areas of the university of New Mexico's curriculum. Preparations to implement the approval plan were completed and the plan was put into operation. The plan which has been in operation for seven months appears to be effective. (Author/NH)

ED 072 811 LI 004 164

Schneider, John H., Ed. And Others

Survey of Commercially Available Computer-Readable Bibliographic Data Bases.

American Society for Information Science, Washington, D.C. Special Interest Group for Selective Dissemination of Information.

Pub Date Jan 73

Note—184p.; (0 References)

Available from—American Society for Information Science, 1140 Connecticut Avenue, N. W., Suite 804, Washington, D. C. (members and students $7.25, non-members $8.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Bibliographic Citations, *Data Bases, *Electronic Data Processing, Information Dissemination, *Information Services, Information Systems, *Publications, Surveys

Identifiers—*Machine Readable Bibliographic Data Bases, SDI, Selective Dissemination of Information

This document contains the results of a survey of 94 U. S. organizations, and 36 organizations in other countries that were thought to prepare machine-readable data bases. Of those surveyed, 55 organizations (40 in U. S., 15 in other countries) provided completed camera-ready forms describing 81 commercially available, machine-readable data bases that contain bibliographic information about published literature. The following types of data were requested for each data base: Name, frequency of issue, and time span covered by the data base; Name of organizations and individuals who can provide information on the data base; Subject matter and scope of data on the tape; Source of information in the data base (journal articles, reports, patents, monographs, etc.); Method(s) used for indexing or other types of subject analysis; Special data elements; Tape specifications (density, tracks, labels, etc.); Availability of programs for retrospective searching and selective dissemination of information (SDI); Type and cost of search services offered; and Availability and charges for data bases. The information provided represents the status of these data bases as of November 1972. Libraries and other information centers will find this document helpful in selecting data bases for providing SDI; retrospective search services, and other bibliographic reference services to their users. (Author)

ED 072 812 LI 004 165

Mechanized Information Services in the University Library, Phase I - Planning; Vol. I, Part 1-8.

California Univ., Los Angeles. Inst. of Library Research.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 15 Dec 67

Note—340p.; (247 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-178 441, MF $.95, HC $6.00)

Document Not Available from EDRS.

Descriptors—Automation, Cataloging, Data Bases, *Electronic Data Processing, *Information Retrieval, *Information Services, Information Systems, *Library Planning, Magnetic Tapes, On Line Systems, Symposia, *University Libraries

Contents: Mechanized information services in the university library- (Introduction and summary); summary of symposia on mechanized information services in the university library; inventory of available data bases; standards for cataloging of magnetic tape material; nature of typical data bases; evaluation of generalized file management systems; experience with Library of Congress MARC tapes; experimental on-line mathematics citation data base. (for Part II see LI 004 166) (Author)

ED 072 813 LI 004 166

Mechanized Information Services in the University Library, Phase I - Planning; Vol. II, Part 9-13.

California Univ., Los Angeles. Inst. of Library Research.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 15 Dec 67

Note—222p.; (186 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-178 442, MF $.95, HC $6.00)
Document Not Available from EDRS.
Descriptors—Automation, Data Bases, *Electronic Data Processing, *Information Retrieval, *Information Services, Information Systems, *Library Planning, Social Sciences, Symposia, *University Libraries
Contents: Developmental program for a center for information services; Preliminary specifications (hardware and software) for a center for information services; On the development of social science information and documentation services; Joint design and development of library systems; The library and human memory. (For Part I see LI 004 165) (Author)

ED 072 814 LI 004 167
Klein, Ann S. Passiakos, Margaret
Journal Control System by Batch Processing at Oak Ridge National Laboratory.
Oak Ridge National Lab., Tenn.
Pub Date Jan 73
Note—53p.;(1 Reference)
Available from—National Technical Information Service, Springfield, Va. 22151 (ORNL-4837, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Computer Programs, *Library Automation, Library Collections, *Library Technical Processes, *Periodicals, *Serials
Identifiers—*Journal Control System
The Oak Ridge National Laboratory (ORNL) integrated computer programs for journal control have been extensively revised so that all journal ordering for ORNL, Y-12, and ORGDP is handled through this system. This series of programs provide: (1) management information in the form of cost, subscriber, and title statistics; (2) seven copy purchase requisitions; (3) claim letters to vendors relating to missing issues. In addition, computer check-in, notification of binding, and recording of journal arrival is provided for the Central Research Library. This report is divided into four sections. Section 1 describes the title and vendor backup files. Section 2 relates to the control of ordering, statistics, claiming, and preparation of purchase orders. Section 3 discusses the checking in, binding, listing of arrivals, and handling of subscription stoppages. Section 4 is concerned with programs which provide a Union List and authority file of all journals in the Knoxville-Oak Ridge area. The Appendix contains flow charts of the programs in the system. (Author)

ED 072 815 LI 004 168
Line, Maurice B. And Others
The Relationship Between Primary and Secondary Literature in the Social Sciences: A Study of Secondary Literature in Criminology.
Bath Univ. of Technology (England). Univ. Library.
Pub Date Jun 72
Note—17p.;(13 References); Design of Information Systems in the Social Sciences (DISISS) Working Paper No. 3
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criminology, *Design, Foreign Countries, Information Sources, *Information Systems, Literature, *Periodicals, *Social Sciences
Identifiers—*England, Primary Literature, Secondary Services
A Study of the relationship between the primary and secondary journal literature of a social science discipline is described in this working paper. Criminology was chosen as the subject area for study, because it forms a fairly clearly identifiable area of the social sciences, is fairly self-contained, and because it has some distinctive bibliographical services devoted to it which are relatively easy to locate. Criminology is closely related to some other social sciences, for example, psychology and sociology, so that comparative studies of other social science secondary services can be made. The term "secondary literature" encompasses a wide variety of publications, including review literature of many types. In this particular study a more limited, although still broad, definition of secondary literature is adopted; it includes conventional abstracting and indexing services, but also primary journals which contain some secondary material, and various types of recurring bibliography. The method of study and analysis described could be applied to a study of the relationship between the primary and secondary literatures of other subjects; for the present, criminology provides a manageable test bed for the techniques proposed. Three aspects of bibliographical control in the field of criminology are dealt with and data is being collected on five parameters of abstracting services. (Author/NH)

ED 072 816 LI 004 169
Roberts, S. A. And Others
Characteristics of Citations in Social Science Monographs.
Bath Univ. of Technology (England). Univ. Library.
Pub Date Jun 72
Note—37p.;(14 References); Design of Information Systems in the Social Sciences (DISISS) Working Paper No. 4
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographic Citations, *Design, Foreign Countries, *Information Systems, *Literature, Periodicals, Reports, *Social Sciences
Identifiers—*England
DISISS (Design of Information Systems in the Social Sciences) is a research project based at the University of Bath. The objective of the project is to carry out research necessary for the effective design of information systems in the social sciences, whether by the creation of new systems or the modification of existing systems. Analysis of citations in monographs is necessary as a check on the lists of "core" journals provided by analysis of citations in journals, and as a means of identifying particular titles, authors and categories of monograph likely to be in heavy demand or of special importance. The study described in this working paper is designed to identify the main characteristics of citations in social science monographs and other non-serial literature. This paper describes the objectives, methods and preliminary analyses associated with the study. The citation data is taken from social science monograph sources drawn at random from the British, American, French and German book outputs in 1951, 1961, and 1971. This study of citations in monographs complements the data already collected from social science journal sources; comparative analyses are made on the two data files. (Author/NH)

ED 072 817 LI 004 170
Minker, Jack And Others
The Maryland Refutation Proof Procedure.
Maryland Univ., College Park. Computer Science Center.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—TR-208
Pub Date Dec 72
Note—94p.;(46 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, *Computer Programs, *Deductive Methods, *Experimental Programs, *Information Systems, Man Machine Systems, *Search Strategies
Identifiers—*Maryland Refutation Proof Procedure System, MRPPS, Question Answering Systems, University of Maryland
The Maryland Refutation Proof Procedure System (MRPPS) is an interactive experimental system intended for studying deductive search methods. Although the work is oriented towards question-answering, MRPPS provides a general problem solving capability. There are three major components within MRPPS. These are: (1) an inference system, (2) a search strategy and (3) a base clause selection strategy. The "inference system" is based on the resolution principle and performs the logical deductions specified. The user may select from a wide variety of refinements of resolution. The "search strategy" directs the deductions to be made by selecting from clauses already generated those that have a best merit. The "base clause selection strategy" determines which facts and general axioms to select from the data base. Such a clause may be selected regardless of whether or not it has the best merit. Heuristic techniques are applied within each of the three major components. This technical report describes the current implementation of MRPPS. It describes each of the components and how they are integrated into what has been termed the "Q" algorithm. (Author/NH)

ED 072 818 LI 004 172
Taylor, Richard L., Ed.
LTAS in the Library Manpower Picture; Proceedings of Annual Workshop (3rd, Chicago, January 28-29, 1972).
Council on Library Technology.
Spons Agency—Chicago City Colleges, Ill. Wilber Wright Coll.
Pub Date 72
Note—71p.;(0 References)
Available from—Richard L. Taylor, Publications Chairman, Council on Library Technology, Wilbur Wright College Library, 3400 North Austin Ave., Chicago, Ill. 60634 ($3.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Conference Reports, *Employment, Job Placement, *Library Technicians, *Manpower Development, Manpower Utilization, Occupational Information, Recruitment, Subprofessionals, *Training, Workshops
The significant theme dominating the Council on Library Technology's Third Annual Workshop was one of defining the problems that beset Library Technical Assistants (LTAs), training programs, directors of programs, administrative staffs of junior and community colleges, and anyone connected with the use of middle level personnel in libraries. Workshop participants discussed the following: LTA programs in regard to recruitment, attrition, faculty, curriculum, salaries and placement; the need to define LTAs in terms of analysis of tasks, routines and problem solving responsibilities; the processes to be followed in establishing new programs and a program director's responsibilities; problems of recruitment; and a five point plan for placement. (The proceedings volume of the Second Annual Workshop is ED 059 742.) (SJ)

ED 072 819 LI 004 173
Delanoy, Diana D. Caudra, Carlos, A.
Directory of Academic Library Consortia.
System Development Corp., Santa Monica, Calif.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
Pub Date 72
Contract—OEC-0-70-2846
Note—308p.;(41 References)
Available from—System Development Corporation, 2500 Colorado Ave., Santa Monica, Calif. 90406 ($12.00)
Document Not Available from EDRS.
Descriptors—*College Libraries, *Consortia, Directories, *Library Cooperation, Library Services, Shared Services, *University Libraries
The purpose of this directory is to identify and describe all academic library consortia in the continental United States that satisfy the following specified criteria for inclusion: participating institutions must be autonomous, more than half the members must be academic libraries, two or more libraries must be involved, library consortia must be separate from university consortia with the goal of improving library services, the consortium must be beyond the exploratory stages, and organized so as to benefit the academic participants involved. Each entry, verified by the submitting institution, lists the geographical area served, participants and year joined, purpose and objectives, current activities, conditions of participation, annual budget and source, staffing, advisory boards, publications, headquarters address, and information source. Statistical tables summarize the directory entries by activity, and along dimensions such as age, size, membership, staffing and budget information. Three indexes are provided, to help users locate consortia by name, State or type of activity. A selected bibliography is included. (The Supplement to the directory is LI 004 174. Phases I and II of the preliminary studies are available as ED 057 825 and 057 826.) (Author/SJ)

ED 072 820 LI 004 174
Manlius, Kean
Supplement to the Directory of Academic Library Consortia.
System Development Corp., Santa Monica, Calif.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
Report No—TM-5018-000-00
Pub Date Oct 72
Contract—OEC-0-72-1243
Note—245p.;(140 References)

Available from—System Development Corporation, 2500 Colorado Ave., Santa Monica, Calif. 90406 ($6.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*College Libraries, *Consortia, Directories, *Library Cooperation, Library Services, Shared Services, *University Libraries

In 1971, System Development Corporation (SDC) performed a study of academic library consortia, under contract to the U. S. Office of Education. The purpose of the study was to collect extensive information on existing academic library consortia and to develop a set of guidelines for planning, developing, operating, and evaluating a library consortium. One product of the study was the "Directory of Academic Library Consortia", which is LI 004173. The decision to produce a supplement came out of a desire to identify and describe a wider range of groups that are participating in the growing movement toward library cooperation. The supplement project was designed to include a greater variety as well as a larger number of cooperating library groups. To this end, the criteria for inclusion were significantly relaxed. Three basic criteria for inclusion were used in the preparation of the supplement. Cooperatives that were included (1) were not included in the directory; (2) had at least one academic library member; and (3) were actively engaged in, or actively planning to engage in, cooperative library activities. This supplement provides 135 additional entries and contains title and state indexes. (Author/SJ)

ED 072 821 LI 004 175
Motley, Drucilla
An On-Line Computer Managed Introduction to Indexing: An Individualized Multi-Media Instructional Package Compared to the Traditional Method, Nine Hours of Teacher-Group Contact.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—CAI-TR-26
Pub Date 1 Jun 72
Note—103p.;(39 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-752 992; MF $.65,HC $3.00)
Document Not Available from EDRS.
Descriptors—Computer Assisted Instruction, Educational Experiments, Experimental Curriculum, Graduate Students, *Indexing, *Library Education, *Multimedia Instruction, On Line Systems

A systems approach model was used to develop a multi-media instructional package for a three weeks unit on indexing in a graduate library science course. The instructional package consisted of various combinations of media determined by following a curriculum model. The specific media combinations were cassette tapes to guide students at their own pace through introductory lectures and explanations of diagrams, 2 x 2 slides, sample indexes, specimen index cards, computer-assisted lessons, a programmed text and other suggested readings, search exercises with computer- and manually-searched indexes, a scheduled seminar with the professor, and optional individual as well as small group conferences. The multi-media instructional package was tested in two experiments. In the first experiment, performance and attitude of students exposed to the traditional, teacher-oriented method (Group I) and the multi-media method (Group II) were compared. The multi-media method was used in a second experiment with another group of students, Group III. After three weeks of instruction, the mean scores of the three groups (one control and two experimental) did not differ significantly in regard to achievement or attitude toward the computer-managed method of instruction. (Author)

ED 072 822 LI 004 176
Watson, Peter G.
Center for Information Services, Phase II - Detailed System Design and Programming, First Report on Public Service.
California Univ., Los Angeles. Inst. of Library Research.
Pub Date Apr 70
Note—61p.;(5 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Automation, Data Bases, Electronic Data Processing, *Information Centers, *Information Retrieval, *Information Services, *Library Reference Services, University Libraries
Identifiers—*Public Services

Information services provided by the reference librarians at the University of California at Los Angeles (UCLA) are outlined as an introduction to this document on projected services to the public by the Center for Information Services (CIS). The report discusses the types of data base which may be searched (bibliographic reference tapes, full text and numerical); the patterns of usage; output of the CIS; off-campus services; and the procedural relationships between the UCLA library and the CCN. Appendices to the report contain a schematic of a combined current and retrospective search operation, samples of search request forms and output formats, and a list of data bases for general reference and bibliography. (Volumes I and II of Phase I of this project -- the planning stages -- are available as LI 004165 and LI 004166.) (SJ)

ED 072 823 LI 004 177
Kirk, Thomas, Ed. And Others
Academic Library Bibliographic Instruction: Status Report 1972.
Association of Coll. and Research Libraries, Chicago, Ill.
Pub Date Feb 73
Note—75p.;(9 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographic Citations, College Libraries, *Library Education, *Library Instruction, Library Surveys, Library Technical Processes, Programed Instruction, Questionnaires, *University Libraries

Since January 1972 the Association of College and Research Libraries' Ad Hoc Committee on Bibliographic Instruction has been collecting information on bibliographic instruction programs in U.S. academic libraries. Included under this title are four reports which review some 174 completed questionnaires. The four reports cover: 1. Formal library courses with or without credit (excluding library science courses); 2. Formal library instruction as part of regular class activity; 3. Self-instruction (printed, audio-visual, and computerized); and 4. All miscellaneous types, and library orientation. Each review begins with a survey of the bibliographic instruction programs pertinent to the category of the review. Important long-standing programs are noted, and norms, or widely agreed-upon aspects of the particular form of instruction are discussed. Each review concludes with a table(s) which provides a brief description of each program reported. (Author)

ED 072 824 LI 004 178
Black Heritage: The American Experience; A Selected, Annotated Bibliography.
Bureau of Naval Personnel, Washington, D.C. Library Services Branch.
Pub Date Dec 70
Note—64p.;(280 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Black Community, Black Power, Negro Culture, *Negroes, *Negro History, *Negro Literature, Slavery

There is a great interest within the naval services in books on various aspects of the black experience in America. The great surge of intellectual energy directed to black history has caused the reprinting of a high percentage of the older books which had been out of print and unobtainable. The range of reading levels being satisfied is wide, with many recent books written for junior high and young adult readers. At the risk of oversimplifying and limiting a truly complicated historical process, a possible approach to local selection is to think in terms of two parallel lines of thought and development which run throughout. One line holds that black Americans are an integral part of the whole society and that the vital process has been and continues to be the further integration of blacks with that society. The other line holds that the black man in America has never been and can never be an integral, fully functioning member of American society and that the answer is to withdraw to some given extent and by some process. A balanced collection will contain books representing both points of view. This bibliography is being provided only as a partial guide to and through a difficult and often controversial area of publication. (Author)

ED 072 825 LI 004 179
Lancaster, F. Wilfrid, Ed.
Clinic on Library Applications of Data Processing, 1972. Proceedings: Applications of On-Line Computers to Library Problems.
Illinois Univ., Urbana. Graduate School of Library Science.
Pub Date 72
Note—173p.;(50 References); Papers presented at the ninth clinic, April 30-May 3, 1972
Available from—Illinois Union Bookstore, 715 S. Wright St., Champaign, Ill. 61820 ($5.00)
Document Not Available from EDRS.
Descriptors—Cataloging, Computers, Conference Reports, *Data Processing, Library Acquisition, *Library Automation, Library Circulation, Library Networks, *Library Technical Processes, *On Line Systems, Serials

In planning this ninth annual clinic an attempt was made to include papers on a wide range of library applications of on-line computers, as well as to include libraries of various types and various sizes. Two papers deal with on-line circulation control (the Ohio State University system, described by Hugh C. Atkinson, and the Northwestern University system, described by Joseph T. Paulukonis), one with acquisitions (LOLITA at Oregon State University Library, described by Larry Auld and Robert Baker), one with serials control (a system at the Biomedical Library, UCLA, described by James Fayollat) and one with on-line cataloging procedures (used in the Shawnee Mission Public Schools and described by Ellen Miller and B. J. Hodges). Multi-functional on-line systems are represented by the BALLOTS project at Stanford University (described by A. H. Epstein and Allen B. Veaner). I. A. Warheit of IBM gives a comprehensive overview of the application of on-line interactive systems in libraries. Irwin Pizer describes the use of such systems in library networks, and Glyn T. Evans undertakes the difficult task of identifying and summarizing key points made by the speakers. (Author/SJ)

ED 072 826 LI 004 180
Lay, William Michael
The Double-KWIC Coordinate Indexing Technique: Theory, Design, and Implementation.
Ohio State Univ., Columbus. Computer and Information Science Research Center.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Report No—OSU-CISRC-TR-73-1
Pub Date Feb 73
Note—263p.;(0 References); Dissertation
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Automatic Indexing, *Coordinate Indexes, *Indexes (Locaters), *Indexing, *Information Retrieval, Relevance (Information Retrieval)
Identifiers—DKWIC, Double KWIC Coordinate Index, *Key Word in Context, KWIC

The development of an automatic indexing technique, called Double KWIC (DKWIC) Coordinate Indexing, is described which extends the KWIC indexing principles to provide easy access to an additional level of specificity for information indexed under these frequently appearing terms. Chapter 2 discusses indexing terminology and some fundamental relationships between indexing and document retrieval. Chapter 3 sketches a brief history of automated indexes describing frequently encountered methods of construction and display. Chapter 4 introduces the Double-KWIC Coordinate Indexing scheme and discusses its advantages and disadvantages relative to several other KWIC indexing schemes. Chapter 5 discusses refinements in the prototype indexing scheme which led to the production of KWOC-DKWIC hybrid indexes. Chapter 6 considers the problems of vocabulary control in a natural language environment. Several methods of automated vocabulary normalization are described. Chapter 7 examines the role played by the index analyst in creating a Double-KWIC Coordinate Index and resolves the plaguing problem of main term selection by an automatic selection algorithm which can only be applied successfully with KWIC-DKWIC hybrid indexes. The final chapter examines the parametric controls of the KWIC-DKWIC indexing scheme and discusses some relationships among these parameters and the indexes produced. (Author/NH)

ED 072 827 LI 004 181
The Right of Inmates to a Law Library.
National Resource Center on Correctional Law and Legal Services, Washington, D.C.
Pub Date 72
Note—25p.;(51 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Civil Liberties, Corrective Institutions, *Institution Libraries, *Law Libraries, Legal Aid, Library Materials, Library Material Selection, Library Services, *Prisoners
The availability of law libraries to inmates is a logical extension of a prisoner's right to "access to the courts." This report discusses the need for prison law libraries for indigent prisoners and refers to sources for determining what law books should be included in these libraries. Recommended collections for prison law libraries is attached as Appendix A, some pertinent law review commentary is Appendix B and the policies of the Federal Bureau of Prisons in this regard is Appendix C. (Author/NH)

ED 072 828 LI 004 205
Reilly, K.
Education in Information Science: The Applied Disciplines in a Systems-Oriented Curriculum.
California Univ., Los Angeles. Inst. of Library Research.
Spons Agency—National Library of Medicine (D-HEW), Bethesda, Md.
Pub Date 30 Jun 70
Note—29p.;(22 References); Number 4 of a Series of Reports on Education for Information Science (Documentation)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Curriculum, Computers, *Course Descriptions, *Information Science, *Library Education, Library Schools, Operations Research, Statistics, Systems Analysis
Identifiers—*Information Science Education, UCLA, University of California (Los Angeles)
This report is the fourth of a series of reports on Education in Information Science (Documentation). The first three reports cover educational issues in general and the details of central course offerings in the UCLA Library School program. These reports are reviewed and commented upon to set the stage for the present writing which outlines the kind of courses that are needed to meet the requirements for "applied disciplines" in a systems-oriented curriculum. Three course descriptions are presented, one in each of the areas of systems analysis, statistics, and operations research. These courses emphasize the computer, not simply as a computational aid but also as a means for conceptualization of the system in the systems analysis course, for gaining insight into statistical theory in the statistics course, and for system simulation in the operations research course. Some of the difficulties the student faces in putting together a sequence of courses of this type are discussed and the possibility that the library school itself might offer such courses is investigated. (Other reports in the series are ED 039 911, 041 484, and LI 001 977.) (Author)

ED 072 829 LI 004 206
Zink, Lee B. And Others
Evaluation of the Impact, Costs and Benefits of the Albuquerque Model Cities Library Materials and Cultural Centers. Final Report. Volume I and II.
New Mexico Univ., Albuquerque.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
Bureau No—BR-1-0744
Pub Date Jan 73
Grant—OEG-0-71-4666
Note—192p.;(3 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—American Indians, Anglo Americans, *Disadvantaged Groups, *Library Programs, *Library Services, Mexican Americans, Negroes, Surveys, *Use Studies
Identifiers—MNA, *Model Neighborhood Area, New Mexico
The purpose of this study was the examination of the Albuquerque Model Cities Library Materials and Cultural Centers and of their impact upon the community they serve. This was not a traditional cost/benefit study although it contains many of the aspects of such an analysis. The area served by the Centers is an area of relatively poor persons of primarily Spanish and/or Mexican descent with a few Blacks, American Indians and "Anglos." The study was conducted in the following manner. First, personal interview surveys were made of a sample of residents of the poor area (MNA) and of residents of a similar area without special library services, and of a middle-income area of Albuquerque. Results of these three sets of surveys were then compared to discover differences in attitudes of persons in the areas relating to their library services. Some nine months later, a similar survey was conducted again in the MNA to determine if differences had arisen over time. A much smaller survey was conducted on the library premises. Throughout the entire period of the study, the operations of the Library and Cultural Centers were examined and costs for various functions were allocated. Volume II contains the appendix. (Author/NH)

ED 072 830 LI 004 207
Palmer, Roger C.
Alternative Research Center, A Proposal.
State Univ. of New York, Buffalo.
Pub Date 73
Note—44p.;(13 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, Dissent, Library Acquisition, *Library Collections, Library Materials, Research Proposals, *University Libraries
Identifiers—Library Role, *Underground Press
A brief review of the recent years of civil dissent and conflict in the U.S. and the underground press movement is presented as an introduction to this proposal that the university library of the State University of New York at Buffalo establish a system to acquire and house alternative materials. The author, assistant reference librarian, presents the objectives, rationale, and budget outlines for establishing and maintaining a special collection of alternative materials. (SJ)

ED 072 831 LI 004 208
The Children's Book Showcase. 1973.
Children's Book Council, New York, N.Y.
Pub Date 19 Mar 73
Note—74p.;(28 References)
Available from—The Children's Book Council Inc., 175 Fifth Avenue, New York, N.Y. 10010 ($3.95)
Document Not Available from EDRS.
Descriptors—Catalogs, *Childrens Books, *Evaluation, Exhibits, Illustrations
The purpose of the Children's Book Showcase is to select the best designed and/or illustrated children's books that have been published in the U.S. during the preceding year, and to prepare a catalog of pertinent information about the production and design elements of each to accompany an exhibit of these books. This 1973 catalog contains 28 entries. Each title is accompanied by the following information: author, illustrator, editor, art director, designer, production director, printer, binder, page size, pagination, size of first printing, price, method of preparation and reproduction of art, text and display typefaces and compositors, names and manufacturers of text paper and binding material and endpapers and book jacket. The judge's critique is also included for each entry. The catalog includes an author/illustrator index, a brief bibliography of books about bookmaking and bookmaking terms, and a brief section of suggestions on how interested people may organize showcase exhibits in their communities. (Author/SJ)

ED 072 832 LI 004 209
Proceedings of the Full Board Meeting (Ustaoset, Norway, June 1972).
International Council of Scientific Unions, Paris (France). Abstracting Board.
Pub Date 72
Note—264p.;(9 References)
Available from—International Council of Scientific Unions, 17 rue Mirabeau, Paris 16e, France ($18.40)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Abstracting, Conference Reports, Education, *Indexing, *Information Services, Information Utilization, International Organizations, Marketing, Scholarly Journals, Scientists
Identifiers—*Scientific and Technical Information
The proceedings of the 1972 full board meeting of the International Council of Scientific Unions Abstracting Board (ICSU AB) held in Ustaoset, Norway are contained in this volume. The first part of the Proceedings is a detailed description of the activities of the Board. Activities of ICSU AB Member Unions and Member Countries in all aspects of scientific and technical information are described in the second part. The third part records the most recent developments in the activities of the ICSU AB Member Services (the largest abstracting and indexing services all over the world). The fourth part comprises reports from the most important international organizations active in scientific and technical information. In the fifth part the proceedings of a Round Table on "Education of Scientists in the Use of Information" are recorded. Papers presented at a special session on the indexing of primary journals are given in the sixth part. Finally, the seventh part is an outline of another special session which was devoted to an interchange of views about marketing of secondary information services. (Proceedings of the 1970 and 1971 meetings are ED 046 465 and ED 060 854.) (Author/SJ)

ED 072 833 LI 004 210
Tell, Bjorn Gluchowicz, Zofia
Progress Report of Computerized I&D Services at the Royal Institute of Technology, Stockholm.
Royal Inst. of Technology, Stockholm (Sweden).
Report No—TRITA-LIB-4014
Pub Date Oct 72
Note—30p.;(4 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Bases, *Electronic Data Processing, Foreign Countries, *Information Retrieval, *Information Services, *Information Systems, On Line Systems, Search Strategies
Identifiers—ERIC Data Base, Scientific and Technical Information, Selective Dissemination of Information, *Sweden
During the five years of activities the documentation centre at the Royal Institute of Technology has established itself as an information centre in the fields of science and technology. The SDI service is now well implemented and its activities are used and appreciated by scientists, research workers and engineers at the universities, research institutions and in the industrial communities. Techniques for on-line SDI-query formulation and query alternation adaptive to user feedback are under development. The on-line connection to the NASA:s Recon system in Darmstadt enables us to make retrospective searches in interactive mode. Research is going on for linking up the Swedish network for Library Information system - LIBRIS - with international data banks with the objective to achieve a comprehensive information retrieval system for the whole country. (Author)

ED 072 834 LI 004 211
Cramer, Anne
Printed Materials: Selection and Acquisition. Hospital Library Handbooks No. 3.
Intermountain Regional Medical Program, Salt Lake City, Utah. Network for Continuing Education.
Pub Date Aug 72
Note—63p.;(38 References)
Available from—Network for Continuing Education, Intermountain Regional Medical Program, 50 North Medical Drive, Salt Lake City, Utah 84112
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Interlibrary Loans, *Librarians, *Library Acquisition, *Library Material Selection, *Library Services, *Medical Libraries, Professional Continuing Education
Regardless of the size of the hospital, the librarian must acquire information for staff members by whatever means possible. Large hospitals with large staff, more information requests per week, and a better economic base will purchase a greater number of information materials. Small hospitals will purchase only the most basic reference books and bibliographies, and will depend on interlibrary loans to supply specific items for one-time use by individuals. Whether the librarian is purchasing or borrowing, she will need to know what types of materials are available (indexes, abstracts, texts, journals, reference books, etc.) and what kind of knowledge each type of material will provide. A loan request sent to another library includes the same descriptive data as a purchase order sent to a publisher or to a book agent. This handbook is mainly concerned with instruction for selecting and purchasing library materials. However, effective service through interlibrary loans requires just as much knowledge of basic bibliography: the world of

books and journals and other information media. (Handbook No. 2 is available as ED 066 206) (Author)

ED 072 835 LI 004 212

National Survey of Library Services to the Aging. Phase Two. Final Report.

Cleveland Public Library, Ohio.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date Dec 72

Contract—OEC-0-71-4665

Note—98p.;(0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Financial Support, *Library Programs, *Library Services, Library Surveys, *Older Adults, *Public Libraries, Questionnaires

The purpose of the study was to determine the state of programs and services to the aging provided by the 1,330 public libraries with service area population exceeding 25,000. Library services were defined to exclude routine services such as book lists but include programs and services (1) which are offered specifically for the aging population or (2) in which at least 50% of the participants are 65 years of age or older. Data was collected through use of a mailed questionnaire, returned by 858 public libraries (65%). Material was presented as findings on: (1) Current public library programs and services to the aging, (2) Financial support for programs and services to the aging and (3) Development of programs and services to the aging. (See also ED 067 521) (Author)

ED 072 836 LI 004 231

Clark, Philip M.

Personnel for Research Libraries; Qualifications, Responsibilities and Use. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Bureau of Library and Information Science Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Information Technology and Dissemination.

Bureau No—BR-9-0100

Pub Date Jan 73

Grant—OEG-2-9-400100-1026(095)

Note—131p.;(2 References)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Librarians, Library Surveys, *Manpower Development, *Manpower Utilization, Models, Organization, *Personnel Needs, Questionnaires, *Research Libraries, University Libraries

The project was conceived to examine the current manpower situation in research libraries and to develop a methodological model for projecting future personnel needs. Eight academic research libraries were selected for investigation and three instruments developed to gather data toward these ends. A personal interview format was used to interview top administrative officials at each library; a questionnaire was mailed to all other professional library staff members; and a questionnaire was mailed to a sample of faculty users of the library at each institution. Top administrators foresaw decentralization of academic libraries, increased automation and involvement in networks, greater demand for public services, and changing relationships between the library and the faculty and administration. In response to these and financial pressures they predicted needs for subject specialists, systems specialists, management expertise (in old and new personnel), and greater use of nonprofessionals. Faculty users were asked to describe their use patterns and evaluate their library systems. Professional library staff members were questioned as to their backgrounds, work relationships, attitudes toward their jobs, and perceptions of future trends in research libraries. Based on the data collected a predictive model is proposed and discussed in terms of existing organizational models of the academic library. (Author)

ED 072 837 LI 004 232

Minker, Jack And Others

Document Retrieval Experiments Using Cluster Analysis.

Maryland Univ., College Park. Computer Science Center.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Bureau of Standards (DOC), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—TR-201

Pub Date Oct 72

Note—42p.;(16 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (N-73-13195, MF $.95, HC $4.25)

Document Not Available from EDRS.

Descriptors—Classification, *Cluster Analysis, *Electronic Data Processing, *Information Retrieval, Relevance (Information Retrieval), *Search Strategies, *Subject Index Terms

The objectives of this paper are to describe the effect of using weighted index terms in a document retrieval system, and to evaluate retrieval performance when queries are expanded by terms occurring in clusters with the query terms. Three data collections, each indexed by several methods, two of which were studied and reported on in previous work, are used to develop explicit results. The study both expands upon and extends previous work at the University of Maryland. The effect of weighting index terms in the document collection, the queries and the formation of clusters is analyzed. Eight cases are investigated in which index terms are weighted and unweighted. The best results are obtained when weighted index terms are used in forming clusters, in queries, and in documents. In this case, the results on the new collection demonstrate a significant improvement in retrieval performance relative to the performance with the unmodified data base, when clustered terms are added to queries. The improvement is in contrast to the results in the previous study, where a degradation in performance, or at best an insignificant improvement, was obtained. This study supports the conclusion that weighted index terms provide better retrieval performance. (Author/NH)

PS

ED 072 838 PS 005 501

The Young Child Learns: A Guide for Four-Year-Olds.

Corpus Christi Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 71

Note—362p.

Available from—Corpus Christi Public Schools, Corpus Christi, Texas ($4.41)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Activity Learning, Bilingual Education, Classroom Arrangement, Cognitive Development, Creative Activities, Early Childhood Education, Instructional Materials, Language Development, Motor Development, Parent Participation, Perceptual Motor Learning, Physical Activities, Preschool Children, *Preschool Curriculum, *Preschool Education, Resource Materials, Social Development, *Teaching Guides

The purpose of this teaching guide is to orient preschool teachers to the unique needs and abilities of the four-year-old child and to offer a suggested program of pre-kindergarten activities. Specific capabilities characteristic of the four-year-old are listed, followed by the scope of the preschool program in the areas of cognitive development, language development, personal and social development, creative thinking, and motor skills. A daily schedule and suggestions for room arrangement are also presented. Specific activities are grouped under the headings: (1) living together--block center, water play, sand play, woodworking center, housekeeping center; (2) enjoying foods--peeling vegetables, applesauce, party food, popping corn, ice cream, oranges or lemons, peas, whipping cream, concentrated foods, flour tortillas; (3) art activities; (4) recreation--walking, crawling, jumping, climbing and running, wheel toys, digging and gardening, whole body movements, parts of body movements, eye motor coordination, auditory visual matching; (5) new experiences--bathing the baby, playing store, doll's birthday party, beauty shop, playing doctor and nurse, playing school, sewing, shaving, going places, train games; (6) interesting discoveries--self-awareness, animals, plants, air, sound; (7) now and then--Halloween, Thanksgiving, Christmas, Easter; (8) guiding the teacher--classroom organization, parent meetings, additional enrichment, supplementary materials, bibliography. Instructions are given in both Spanish and English for most activities. (KM)

ED 072 839 PS 006 146

Bergan, John R.

Intellectual Skills: An Emerging Concept for a Changing Society.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Pub Date [71]

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement Gains, Behavioral Objectives, Cognitive Ability, *Intellectual Development, *Intervention, Measurement Techniques, Performance Criteria, Primary Grades, Skill Analysis, Skill Development, *Task Performance, Technical Reports

In the 1960s there developed a growing interest in and supportive evidence for programs to alter intellectual competence, particularly in young children. The abilities concept, which is used to classify people by abilities, is not well suited to teaching intellectual competencies or assessing changes in competence. A new concept, intellectual skill, is needed to serve as a basis for specifying behaviors which underlie task mastery. An intellectual skill may be defined as a behavioral capability that functions to facilitate the performance of a culturally relevant task. Three criteria for distinguishing intellectual skills from other behavioral phenomena are: (1) a definition of skill behavior in performance terms; (2) demonstration of transfer effects; and (3) use of tasks that are culturally relevant. The intellectual skills concept can be applied to curriculum design and psychological services. The writer used the latter application in a consultation process model. The consultation approach offers several advantages: (1) it provides data showing the functional relationship between the teaching of skills and the accomplishment of a criterion task; (2) it can validate the applicability of research findings and serve as a means of generating hypotheses for controlled laboratory research; (3) the time series design is efficient and practical; (4) it offers immediacy of application; and (5) it demands that the problem be identified in performance terms. References are provided. (KM)

ED 072 840 PS 006 174

Parke, Ross D. And Others

Mother-Father-Newborn Interaction: Effects of Maternal Medication, Labor, and Sex of Infant.

Pub Date 72

Note—2p.; Paper presented at the Annual Convention of the American Psychological Association, (80th, Honolulu, Hawaii, September 2-8, 1972)

Available from—American Psychological Association, 1200 17th Street, Washington, D. C. 20036 (no price quoted)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Analysis of Variance, Anesthesiology, Comparative Analysis, Correlation, Fathers, Infant Behavior, *Infants, Mothers, *Observation, *Parent Child Relationship, Parent Influence, Parents, Reliability, *Sedatives, *Sex Differences, Technical Reports

A research study was conducted to: (1) compare mother and father interactions with their newborn infant; (2) examine the effects of maternal drugs on mother-father infant interaction; (3) explore the impact of variations in length of labor on parent interaction; and (4) examine sex of parent and sex of newborn interactions to determine the nature of parental responsiveness to newborns of different sexes. Ss were 19 Caucasian couples and their firstborn infants. Infants were normal and full term--9 males and 10 females. Amount and type of medication was recorded and rated according to effects on the infant. All observations took place in the mother's hospital room between 6 and 48 hours after delivery. An observer brought in the baby and asked to whom it should be given. During the 10-minute observation session, one male and one female observer recorded occurrences of parental or infant behavior. Results showed the father was

twice as likely as the mother to hold the infant and equaled here in the extent to which he looked at, touched, and vocalized. Analysis of variance revealed that both mothers and fathers touched male babies significantly more than females. Product-moment correlations computed for mothers and fathers between the parental behaviors and medication level revealed that the amount of maternal medication altered the subsequent social interactions between the baby and his parents. Follow-up studies of the social interactions experienced by high- and low-drug babies may yield evidence of the impact of maternal medication on infants' intellectual development. (KM)

ED 072 841 24 PS 006 188

Brown, Doris, Comp.

Parent Education: An Abstract Bibliography (Supplement #1).

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Nov 72

Contract—OEC-0-70-2623(519)

Note—42p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-34, $0.75)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, *Early Childhood Education, Parent Child Relationship, Parent Education, Parent Influence, Parent Participation, Parent Role, *Parents

Recent studies of parent-child programs conducted either at school or at home are reported in this bibliography. Included are entries from "Research in Education" (RIE), July 1971 to August 1972 and citations of journal articles appearing in "Current Index to Journals in Education" (CIJE) from July 1971 to August 1972. Entries were selected if they appeared in the RIE or CIJE subject index under these terms: Parent Role, Parent Participation, Parent Education, Parent Influence, Parent Training, and Parent/Child Relationship. (Author)

ED 072 842 24 PS 006 189

Brown, Doris, Comp.

Early Childhood Teaching: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Dec 72

Contract—OEC-0-70-2623(519)

Note—27p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-35, $0.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, *Early Childhood Education, *Paraprofessional School Personnel, *Preschool Teachers, Teacher Aides, Teacher Attitudes, Teacher Characteristics, Teacher Education, Teacher Influence, Teacher Role, Teaching Methods, Teaching Models

This selective abstract bibliography cites documents that are concerned with teachers, parents as teachers, and paraprofessionals involved with children in early childhood education. Entries selected appear in the ERIC Thesaurus (subject index) under these terms: Teacher Attitudes, Teacher Influence, Teacher Role, Teacher Aides, Preschool Teachers, Teaching Methods, Teacher Characteristics, Teacher Education, Teaching Models, and Paraprofessional School Personnel. Entries included are from "Research in Education" (RIE), January 1971 to August 1972. Journal articles listed appeared in "Current Index to Journals in Education" (CIJE), July 1971 to September 1972. (Author)

ED 072 843 PS 006 201

Alford, Roy W.

Home-Oriented Preschool Education: Program Overview and Requirements.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Pub Date 72

Note—38p.; ED 060 742 is a related document

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Equipment, Educational Facilities, *Home Programs, *Instructional Television, *Mobile Classrooms, *Parent Participation, Parent Responsibility, Preschool Education, *Preschool Programs, Program Costs, Program Descriptions, Program Planning

The introductory volume to the Home-Oriented Preschool Education (HOPE) Program describes all elements of the program and the requirements for implementation. HOPE is an approach to education for 3-, 4-, and 5-year-old children that utilizes televised instruction, mobile classroom instruction, and parent instruction. This booklet is one of 7 designed to guide program implementation and operation. Areas covered are: (1) home-oriented preschool education--television motivates learning, group sessions for social learning, parent involvement extends learning, quality control; (2) a proven program--a brief description of the field testing; (3) program prerequisites--estimate student population, locate TV facilities, survey mobile classroom sites, orient and involve parents; (4) implementing HOPE/the field team--team members, facilities and equipment, operation costs, HOPE program organization; (5) impelmenting HOPE/materials production team--team members, facilities and equipment, operation costs; and (6) program options--materials production, classroom facilities, field team staffing. Appendices provide an estimated annual budget (which may reproduce poorly) and a list of HOPE development staff. (KM)

ED 072 844 PS 006 204

Collard, Roberta R. Rydberg, Jean E.

Generalization of Habituation to Properties of Objects in Human Infants.

Spons Agency—California Univ., Davis.; Massachusetts Univ., Amherst.

Pub Date Sep 72

Note—6p.; Reprint from Proceedings of the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Cognitive Development, *Color, Concept Formation, *Conservation (Concept), *Generalization, Infant Behavior, *Infants, Tables (Data), Technical Reports, Visual Perception

A study was conducted to measure the degree to which groups of infants could generalize color across objects of different forms and sizes and generalize from across objects of different color and sizes and to see whether color or form would dominate in their generalizations. Ss were 8-13-month-old Caucasian infants. All tests had 16 Ss except the first, which had 24. All test toys were red or blue. Tests were counterbalanced in color or form of habituated and choice objects, in position of choice objects, and in age and sex of Ss. Ss were given five tests in which they were given a series of toys with similar properties for periods of two minutes each for Test 1 and three minutes each for Tests 2-5 (for a total of six minutes for each test), after which they were given a choice between a similar toy and a novel one. Ss chose the novel toy in all tests significantly above chance level, indicating an ability to generalize these forms, colors, and sizes. They generalized form more than color and in preference to color. (Author/KM)

ED 072 845 PS 006 207

Thomas, Sally A.

Violent Content in Television: Effect of Cognitive Style and Age in Mediating Children's Aggressive Responses.

Pub Date 72

Note—2p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-3, 1972)

Available from—American Psychological Association, 1200 17th Street, Washington, D. C. 20036 (no price quoted)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Age Differences, *Aggression, Analysis of Variance, *Cognitive Development, Elementary School Students, Environmental Influences, Kindergarten Children, *Males, Measurement Techniques, Nonverbal Tests, Social Influences, Technical Reports, *Television Research

Identifiers—Kagans Matching Familiar Figures Test, Maccobys Draw A Line Slowly Test, Witkins Rod and Frame Test

A study was conducted to investigate the impact certain cognitive styles or structures have in mediating the influence of aggressive television on young boys. Ss were 143 white middle class boys: 36 were 5 1/2-year-old kindergarteners; 30 were 6 1/2-year-old first graders; 36 were 7 1/2-year-old second graders; and 41 were 8 1/2-year-old third graders. One-third of the Ss at each age level were exposed to an experimental condition of a 6-minute aggressive TV film; one-third were exposed to an experimental condition of a 6-minute nonaggressive film; and one-third were assigned to a no-film control group. Following exposure, an aggression measure was obtained in the guise of a guessing game played with an experimenter acting as a confederate. Each S was given the option of exposing the confederate to a noxious noise whenever he made an incorrect guess. Analyses of variance revealed that: (1) the statistically reliable differences in aggression between the experimental film conditions were attributable to differences among the 6 1/2- and 7 1/2-year-old Ss; (2) younger children were significantly more aggressive than the older; and (3) the level of cognitive functioning was more differentiated, organized, elaborated and articulated as a function of maturity. Results support the premise that the effect of TV exposure depends not only on the content but also on the child's cognitive style and way of responding to the environment in general. (KM)

ED 072 846 PS 006 212

Stephens, Mark W.

Locus of Control as Mediator of Cognitive Development.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.; Purdue Research Foundation, Lafayette, Ind.

Pub Date 6 Sep 72

Contract—OEC-0-70-4952(286)

Grant—OEG-5-70-0039(509)

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 6, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Cognitive Development, Correlation, *Intellectual Development, *Intelligence Differences, *Locus of Control, Parent Child Relationship, Positive Reinforcement, Preschool Learning, Psychological Studies, Research Needs, Speeches, Technical Reports

Identifiers—Caldwell Preschool Inventory, Childrens Embedded Figures Test, ITPA Visual Encoding, Peabody Picture Vocabulary Test, Raven Progressive Matrices, WPPSI Picture Completion

Current research indicates the possible influence of IE development on cognitive development. Efforts are being made to identify behaviors by which parents or teachers can increase development of internal control expectancies in preschool children. Studies correlating children's IE scores with various mother behaviors or mother-child interaction patterns are being conducted. The theoretical rationale is that if development of internal control expectancies increases information seeking, information processing, and information using in early childhood, it should then contribute to intellectual development. Correlations of IE to cognitive development in early childhood that have been found include: (1) clear developmental trends in internal control scores; (2) clear socioeconomic differences; (3) expected cultural differences; and (4) mixed evidence about relation to intelligence and achievement test scores. Research this year has been focused on relating IE to several specific cognitive development variables under laboratory conditions. Findings showed: (1) fairly good evidence of relation to ability-type laboratory tasks (discrimination and mirror tracing learning tasks) and cognitive style and strategy variables; (2) the intelligence-type tests used seem not valid enough to test any relation of IE to intel-

ligence; and (3) persistence and alertness--attentiveness seem not generalized enough dispositions to relate to any variable, IE or other. Incidental findings concerning performances and intercorrelations may be significant for future research. (KM)

ED 072 847 PS 006 220
Stephens, Mark W.
Dimensions of Locus of Control: Impact of Early Educational Experiences.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date 6 Sep 72
Contract—OEC-0-70-4952(286)
Note—8p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 6, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, Behavior Change, Comparative Analysis, Correlation, *Early Childhood Education, Early Experience, *Educational Experience, Grade 2, *Locus of Control, Open Education, *Psychological Testing, Reinforcement, Speeches, Technical Reports, Test Validity
Identifiers—Gruen Korte Stephens, Intellectual Achievement Responsibility, *Project Follow Through, Stephens Delys Reinforcement Contingency Interview
A study was conducted to: (1) assess the equivalence of the Nowicki Strickland Locus of Control Scale for Children, the Stephens-Delys Reinforcement Contingency Interview, and the Gruen-Korte-Stephens test and the construct validity of each; and (2) investigate the impact on IE of the open classroom Follow Through program sponsored by the Education Development Center (EDC) and the Engelmann Becker-sponsored behavior modification Follow Through program. Total N was 575 second graders. The SDRCI was administered first, individually, and the NSLCSC and GKS were group-administered to the entire class. The Text Anxiety Scale for Children and Wide Range Achievement Test were administered to provide construct validity data. IE tests were correlated with one another and with TASC and WRAT scores. Three series of ANOVs were conducted to analyze differences in scores on each IE test among groups. Intercorrelations among tests were very low. This, and the differences in group means, suggest that the IE tests reflect different variables. NSLCSC items seem to reflect expectancy of competence. Response choice on such tests as the GKS may reflect reinforcement history--the extent to which the child has been taught to verbalize responsibility-taking attitudes. But differences are clear and significant enough to assure that the varying educational experiences have systematic effects on IE variables. (KM)

ED 072 848 PS 006 279
South Douglas County Early Childhood Education Project, First Year Evaluation Report, July 1, 1971 to June 30, 1972.
South Umpqua School District, Myrtle Creek, Oreg.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.
Pub Date 30 Jun 72
Note—129p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cognitive Development, Early Childhood Education, *Home Programs, Individual Instruction, Motor Development, Parent Education, *Parent Participation, *Parent School Relationship, Preschool Education, *Preschool Programs, Program Costs, Program Descriptions, *Program Evaluation, School Community Programs, Social Development, Special Education, Tables (Data)
The South Douglas County Early Childhood Education Project serves preschool children from 3 to 5 years old and handicapped children from birth to age 5. The program, designed to establish a parent-school partnership, brings teaching ideas and materials to the homes of participating families. Parents control the educational process, aided by community coordinators who visit homes once every two weeks to explain each learning package to parents, assist, if requested, in teaching the tasks, and suggest additional materials and methods. Group meetings and field trips are held periodically. The specialized component of the program, for handicapped children, operates in basically the same way as the basic component outlined above, except that home visits are made initially two or three times a week and then once a week. Parents choose to place their children in this program and control the amount and kind of material presented. The evaluation of the first year focuses on accomplishment of instructional objectives (motor coordination, social adjustment, and cognitive tasks) and of teaching objectives (success of the community coordinators in interaction with participating families). Evaluation of the latter set of objectives was based in part on a beginning- and end-of-year response by parents to a survey questionnaire. An evaluation of the management component and the program implementation is also included. A preliminary cost analysis is given. (KM)

ED 072 849 PS 006 281
Kosower, Evie And Others
A Guide to the Open Classroom.
Pub Date [May 72]
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Alternative Schools, Class Management, Classroom Environment, *Classroom Observation Techniques, Cognitive Objectives, Discovery Learning, Elementary Education, *Elementary Grades, *Guides, Observation, *Open Education, Student Behavior, Teacher Behavior
This guide is designed to help observers of open classrooms find the attributes characteristic of this approach to elementary education. Checklists of characteristics are provided under the topics of ambience, teacher behavior, pupil behavior, cognitive, and organization. (KM)

ED 072 850 PS 006 314
Wolotsky, Hyman And Others
Career Development in Head Start. Career Development Training Program. Part I: Components, Roles, and Program Options.
Bank Street Coll. of Education, New York, N.Y.
Spons Agency—Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.; Office of Economic Opportunity, Washington, D.C.
Pub Date 70
Note—142p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adult Counseling, *Career Opportunities, Career Planning, *Disadvantaged Groups, Inservice Education, On the Job Training, *Preschool Programs, Preschool Teachers, Program Descriptions, Resource Materials, Resource Staff Role, Teacher Aides, *Vocational Development
Identifiers—*Project Head Start
The first booklet of the series Career Development in Head Start gives an overview of career development in this program. Career development, in which training is built into a job and is designed to lead to more responsible and better-paying jobs, involves task analysis, entry level positions, career ladders, training and education, released time, college credit for work experience and training, salary increments, and supportive services. This booklet covers: (1) fundamental of career development--components, steps in beginning the career development of staff members; (2) roles of career development coordinators and committees--training and educational opportunities, community action, supportive services; and (3) barriers to career development. Included in appendices are: (1) a list of resource organizations; (2) task analysis exercise sheets; (3) in-service training design; (4) "the truth about career development"; (5) career development plan questionnaire; (6) regional divisions and offices of HEW and Project Head Start; (7) "full year Head Start plan for career development," OEO Instruction 6902-1; and (8) career development materials: a selected bibliography of sources and recommended resources. (KM)

ED 072 851 PS 006 315
Wolotsky, Hyman And Others
Career Development in Head Start. Career Development Training Program. Part II: The Teaching and Community Service Ladders.
Bank Street Coll. of Education, New York, N.Y.
Spons Agency—Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.; Office of Economic Opportunity, Washington, D.C.
Pub Date 70
Note—131p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Ladders, Career Opportunities, Career Planning, Community Services, *Disadvantaged Groups, Inservice Education, Nonprofessional Personnel, *Occupational Information, On the Job Training, *Preschool Programs, Preschool Teachers, Program Descriptions, Resource Materials, Teacher Aides, *Vocational Development
Identifiers—*Project Head Start
The second booklet in the series Career Development in Head Start concerns the third component of career development, career ladders. Job descriptions are given for each step in the teaching ladder--the teaching assistant, traits, tasks, and training; the teaching assistant trainee; the teaching assistant; the senior teaching assistant; the career assistant teacher; the teacher; the teacher-trainer; teaching ladder supports (team meetings, supplementary programs, teaching opportunities outside Head Start, going up the teaching ladder: some examples, the teaching assistant and the development of a child). Job descriptions are also given for each step in the community services ladder--the community assistant, traits, tasks, and training; the community assistant trainee, the community services assistant, the senior community assistant, the career community assistant, the social worker, the community services director, community services ladder supports (opportunities outside Head Start, going up the community services ladder: some examples, the community assistant and the development of a child). Provided in appendices are "New Careers: A Checklist for Workers" and career development materials: a selected bibliography of sources and recommended resources. (KM)

ED 072 852 PS 006 316
Wolotsky, Hyman And Others
Career Development in Head Start. Career Development Training Program. Part III: Adult Development and Adult Learning.
Bank Street Coll. of Education, New York, N.Y.
Spons Agency—Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.; Office of Economic Opportunity, Washington, D.C.
Pub Date 70
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Counseling, *Adult Development, *Adult Learning, Career Opportunities, *Disadvantaged Groups, Expectation, Interviews, Motivation, *Nonprofessional Personnel, *Preschool Programs, Preschool Teachers, Program Descriptions, Resource Materials, Self Actualization, Self Concept, Teacher Aides, Vocational Development
Identifiers—*Project Head Start
The third booklet in the series Career Development in Head Start is designed to provide the career development coordinator and other Head Start personnel with a better understanding of adult development and how adults learn, thereby enabling them to counsel Head Start career aspirants more effectively. Transcripts of interviews with paraprofessional Head Start staff members from different racial, ethnic, cultural, and regional backgrounds are used as case examples to illustrate some of the elements of adult development and adult learning. Comments dealing with motivation, expectation, perception, and self-actualization are emphasized because they recur frequently. A discussion of developmental tasks and how adults learn and a bibliography are also included. (Author/KM)

ED 072 853 PS 006 319
Watson, Marion, Comp. And Others
Activities for the Early Development of Perceptual Skills.
University City School District, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
Pub Date [72]
Note—110p.; Revision of a book first produced August 31, 1967
Available from—University City School District, Instructional Curriculum Center, 725 Kingsland, University City, Missouri 63130 ($4.00, paper)

EDRS Price MF-$0.65 HC-$6.58
Descriptors—Auditory Discrimination, Auditory Perception, *Class Activities, Cognitive Development, *Curriculum Guides, Kindergarten, Language Development, Listening Comprehension, Memory, Motor Development, *Perceptual Development, Perceptual Motor Coordination, Preschool Education, Primary Grades, Verbal Development, Visual Perception

This curriculum guide provides a variety of activities to develop perceptual skills in young children. Activities in the following areas are provided: (1) motor skills--awareness of self, gross motor, fine motor, orientation in space, eye motor; (2) auditory skills--attention, listening, discrimination, imitation and articulation, auditory comprehension and memory; (3) visual skills--object identification, perceptual and visual motor matching, visual discrimination, visual comprehension and interpretation, perception of space; (4) cognitive skills--learning labels, Piaget-type activities, seriation, seeing and describing relationships, forming new concepts; (5) verbal skills--using language patterns, expressing ideas, language stretchers. (KM)

ED 072 854 PS 006 335
Ayllon, Teodoro And Others
Achieving Academic and Social Objectives in Kindergarten through Behavioral Analysis. Research and Development Report, Vol. VI, No. 3.
Atlanta Public Schools, Ga.; Georgia State Univ., Atlanta. Center for Applied Behavioral Research.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 72
Note—88p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Behavioral Science Research, *Behavior Change, Behavior Development, Concept Formation, *Concept Teaching, Effective Teaching, *Evaluation, Fundamental Concepts, Intervention, Kindergarten, Positive Reinforcement, Post Testing, Preschool Education, Pretesting, Social Development, Statistical Analysis, Student Motivation, Tables (Data), *Teaching Methods, Teaching Techniques, Technical Reports, Visual Perception
Identifiers—BRL Checklist, Piaget (J)

Three kindergartens and one prekindergarten, totaling 213 children, participated in a Behavior Modification program during the 1971-72 school year. A research assistant in each location worked directly with the teacher in measuring and evaluating teaching methods and in developing alternative procedures as needed to teach the same skills or behaviors. Overall program evaluation was based upon a modified BRL Checklist given to the four Behavior Modification classes and to two control classes. Experimental analyses were provided for each intervention utlitzed in the Behavior Modification classes. Results show that teachers can use their time more effectively and efficiently when certain techniques are added to their own methods. In over 25 studies, comparisons between the teacher's usual method and the same procedure combined with specific behavioral techniques suggest that children can be taught more and in a short period of time with these techniques. Academic areas covered included time and position concepts, past tense, left and right discrimination, and colors, in addition to several studies that focus on general classroom management. Data for all groups on the BRL Checklist indicated that only the Behavior Modification kindergartens produced statistically significant changes over the school year. The entire cost of special material and incentives averaged less than $.86 per child for the year. (Author/KM)

ED 072 855 PS 006 336
Fowler, William And Others
The Development of a Prototype Infant, Preschool and Child Day Care Center in Metropolitan Toronto. Year I Progress Report: Program Development.
Spons Agency—Department of National Health and Welfare, Ottawa (Ontario).; Ontario Ministry of Community and Social Services, Toronto.
Pub Date [72]
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Care, *Child Care Centers, *Child Development, Cognitive Development, Concept Formation, *Day Care Programs, Developmental Programs, Early Childhood Education, Educational Equipment, Infants, Inservice Teacher Education, Language Development, Measurement Instruments, Parent Counseling, Play, Preschool Children, Preschool Education, *Preschool Programs, Program Descriptions, *Program Development, Social Development

The project reported on is designed to develop a model program of infant and child day care in a municipal setting. The development of the program is discussed under the following topics: (1) physical caregiving routines; (2) guided learning through play; (3) supervising children in free play; (4) staff guidance and communication: inservice training; (5) parent guidance; (6) written materials; (7) toys and equipment; (8) experimental week; (9) family life education pilot project; (10) video recording apparatus; (11) outside consultation; (12) developmental learning projects--information concept learning; cognitive style, attribute concept learning, language learning, graduate student seminar projects; and (13) development of specialized program-related measures. The following issues related to day care that emerged from the work on program development are discussed: (1) quality day care vs babysitting; (2) staff rotation vs children's needs for stability of adult-child relations; (3) inservice training of infant-child care staff; (4) conflicting practices between home and day care; and (5) quantity and quality of physical space. References are provided, as are appendices concerning: (1) parent guidance report; (2) outline of topics for family life education program; (3) information concept project; (4) graduate student seminar projects; (5) sample chart of infant stimulation frequency curves; and (6) developmental age groups and teacher-child ratios. (KM)

ED 072 856 PS 006 337
Saunders, Minta M. Keister, Mary Elizabeth
Family Day Care: Some Observations.
North Carolina Univ., Greensboro. Infant Care Project.; United Day Care Services, Greensboro, N.C.
Spons Agency—Appalachian Regional Commission, Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.
Pub Date 72
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Care Centers, Child Care Workers, *Comparative Analysis, Day Care Programs, Early Childhood Education, Family Environment, *Home Programs, *Longitudinal Studies, Mental Development, Motor Development, Preschool Education, *Preschool Programs, Social Development, Tables (Data), Technical Reports
Identifiers—Bayley Infant Scale, Vineland Social Maturity Scale

A study comparing family and group day care was conducted. Data were collected over a two-year period on 12 children in a Greensboro, N. C., family day care program and 10 children in the UNC-G Demonstration Center for Infant-Toddler Care, a group day care center. Results, which disproved many assumptions cited as advantages of family day care, showed that: (1) mobility is greater in family day care than in center care; (2) all siblings can rarely be accommodated in the same family day care home; (3) family day care is nearby for low-income families but not for middle-income families; (4) a large percentage of infants in family day care show losses in mental development quotients, motor development quotients, and social development quotients; (5) family day care mothers are not usually women with preschoolers of their own at home; and (6) family day care homes do not usually have males in the household. Questions raised in the study about family day care are discussed, and further research is recommended. Appendix A presents the developmental quotients for the children in family and group day care, and notes on the two day care settings are provided in Appendix B. (KM)

ED 072 857 PS 006 339
Sowder, Barbara J. Lazar, Joyce B.
Research Problems and Issues in the Area of Socialization.
George Washington Univ., Washington, D.C. Social Research Group.
Spons Agency—Interagency Panel on Early Childhood Research and Development, Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.
Pub Date Sep 72
Note—337p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Aggression, *Attitudes, Behavior Change, Behavior Development, Behavior Standards, Bibliographies, Changing Attitudes, Childhood Attitudes, Cultural Factors, Early Childhood Education, Economic Factors, Employment, Family Influence, Friendship, *Group Behavior, Group Membership, Group Norms, Racial Integration, *Research Problems, Research Reviews (Publications), Social Behavior, Social Influences, *Socialization, Social Values, *Socioeconomic Influences, Socioeconomic Status, Work Attitudes

Research problems and issues concerning socialization are identified in an effort to aid member agencies of the Interagency Panel on Early Childhood Research and Development in establishing priorities in research. Discussed in Part I are: (1) the development of intergroup and intragroup attitudes and behaviors--stages in their development; the preschool child, the elementary school age and preadolescent child, the adolescent and young adult, ongoing research; (2) determinants of intergroup and intragroup attitudes and behaviors--family, school, socioeconomic status, status mobility, competition, frustration and aggression, cooperation and friendship, group and cultural values and norms, belief congruence, other cognitive factors, personality; and (3) changing intergroup and intragroup attitudes and behaviors--attitudes toward integration, contact and change, changes in group membership, and propaganda, informational and educational approaches to changing intergroup and intragroup attitudes and behaviors. Discussed in Part II are: (1) sources of family income and attitudes toward these sources; (2) attitudes towards work and barriers to employment among dependent populations; and (3) impacts on the family of various types of income support. The appendix for Part I concerns factors affecting opinion change through the communication media. The appendix for Part II contains summaries of relevant research. Conclusions and a list of references are included for each part. (KM)

ED 072 858 PS 006 340
Project Head Start 1969 - 1970: A Descriptive Report of Programs and Participants.
Bureau of the Census (DOC), Suitland, Md.
Spons Agency—Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Pub Date Jul 72
Note—344p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Compensatory Education Programs, *Disadvantaged Youth, Educational Equipment, Educational Facilities, *Family Characteristics, *Federal Programs, Health, Instructional Materials, Medical Treatment, Minority Groups, Nutrition, Parent Participation, Preschool Children, *Preschool Programs, *Preschool Teachers, Program Descriptions, Statistical Analysis, Tables (Data), Teacher Aides
Identifiers—*Project Head Start

This report is the third in a series describing the range of children, their families, and staff members who have participated in Project Head Start and the center activities in which they have been involved. The data presented here offer a general picture of the various populations served and activities in which they participated during the Full Year 1968-69, Summer 1969, and Full Year 1969-70 Head Start programs. The five sections concern: (1) children and their families; (2) medical and dental information--immunizations, screening tests and care, dental care, other medical conditions and care; (3) center information--staff and participants, facilities and transportation, supplies, activities and equipment, nutritional services, curriculum and training, center operations and program support; (4) staff member characteristics; and (5) parent participant--center activities, class activities. The tables presented were selected as a means of suggesting leads for additional and more refined analyses of these data as well as pointing to areas where smaller special studies may be helpful. Copies of

the forms and questionnaires used to collect the data, with the instructions used to complete them, are provided in the appendix. (Author/KM)

ED 072 859 PS 006 341

Effects of Different Head Start Program Approaches on Children of Different Characteristics: Report on Analysis of Data from 1966-67 and 1967-68 National Evaluations. Technical Memorandum.

System Development Corp., Santa Monica, Calif.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—SDC-TM-4862-001-00

Pub Date 29 Aug 72

Note—323p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Achievement Gains, Affective Tests, Age Differences, Classroom Observation Techniques, Cognitive Tests, *Disadvantaged Youth, Family Characteristics, *Federal Programs, Intelligence Quotient, Parent Attitudes, Performance Factors, Post Testing, Preschool Children, Preschool Education, Preschool Learning, *Preschool Programs, Pretesting, Program Effectiveness, *Program Evaluation, Sex Differences, Social Development, Socioeconomic Background, Statistical Analysis, Tables (Data), Teacher Background, Technical Reports

Identifiers—Inventory of Factors Affecting Test Performance, Observation of Substantive Curricular Input, *Project Head Start, Social Interaction Observation Procedure, Stanford Binet Intelligence Test

The second of two reports on a national evaluation of the immediate effects of Project Head Start describes the characteristics of children, families and programs in samples of full-year classes operating in 1966-67 and 1967-68. No control groups were used; comparisons were made within the Head Start sample to see what kinds of classroom experiences "work best" for what kinds of children. Where appropriate in this report, comparisons are made across years concerning the patterns of child-program interaction effects. Chapters 1 through 10 concern the 1967-68 data: (1) design; (2) measures for analysis; (3) the children: entering characteristics; (4) their families: entering characteristics; (5) programs--class and site characteristics, observed classroom use of materials, observed classroom activities, teachers' education and experience; (6) gains associated with Head Start--cognitive and social-emotional measures, parent attitudes; (7) differences in gains for different types of children; (8) differences in gains associated with different program approaches; (9) relationships between program approaches and performance for different subgroups of children; and (10) summary. Chapter 11 presents similar data for the 1966-67 evaluation. Appendices provide frequency distributions for scores on dependent variables for both years. References are provided. (KM)

ED 072 860 PS 006 342

Effects of Different Head Start Program Approaches on Children of Different Characteristics: Report on Analysis of Data from 1968-1969 National Evaluation. Technical Memorandum.

System Development Corp., Santa Monica, Calif.

Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No—SDC-TM-4862-000-02

Pub Date 1 May 72

Note—394p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Achievement Gains, Affective Tests, Age Differences, Classroom Observation Techniques, Cognitive Tests, *Disadvantaged Youth, Early Childhood Education, Family Characteristics, *Federal Programs, Intelligence Quotient, Parent Attitudes, Performance Factors, Post Testing, Preschool Children, Preschool Education, *Preschool Programs, Pretesting, Program Effectiveness, *Program Evaluation, Sex Differences, Social Development, Socioeconomic Background, Statistical Analysis, Tables (Data), Teacher Background, Technical Reports

Identifiers—Caldwell Soule Preschool Inventory, Inventory of Factors Affecting Test Performance, *Project Head Start, Stanford Binet Intelligence Test, Wechsler Preschool Primary Scale of Intelligence

The first of two reports of a national evaluation of the immediate effects of Project Head Start describes the characteristics of children, families and programs in samples of full-year classes operating in 1968-69. The study identifies changes associated with Head Start participation and the conditions under which these changes were greatest. No control groups were used; comparisons were made within the Head Start sample to see what kinds of classroom experiences "work best" for what kinds of children. Chapters deal with: (1) Head Start and early childhood education; (2) research and evaluation studies of Head Start and other early childhood programs; (3) designs of the three years' evaluations; (4) limitations in the studies; (5) measures for 1968-69 analysis--program and performance variables; (6) the children: entering characteristics; (7) their families entering characteristics; (8) the programs--teachers, classrooms, activities; (9) gains associated with Head Start--cognitive and social-emotional measures and parent attitudes; (10) differences in gains for different types of children; (11) differences in gains associated with different program approaches; (12) relationships between program approaches and performance for different subgroups of children; (13) summary and conclusions; and (14) executive summary. Appendices provide locations and directions of Head Start E & R centers, more information about variables, and frequency distributions on dependent variables. References are provided. (KM)

ED 072 861 PS 006 343

Rath, Robert R.

A Long-Range, Comprehensive Plan for Early Childhood Education in Alaska.

Alaska State Dept. of Education, Juneau.; Northwest Regional Educational Lab., Portland, Oreg.

Pub Date Jun 72

Note—45p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Early Childhood Education, Educational Needs, *Educational Objectives, Enrollment Projections, Parent Participation, *Preschool Programs, Program Descriptions, Program Development, Skill Development, Social Development, *Statewide Planning

Identifiers—Alaska

This long-range, comprehensive plan for early childhood education in Alaska focuses on providing environmental surroundings conducive to learning for children aged 3, 4 and 5. Topics covered are: (1) needs, objectives and activities--projected numbers of students (age and grade distribution, school distribution), early childhood education programs, 1971 (kindergartens, Head Starts); (2) evaluation of program outcomes; (3) strategy for early childhood education--early childhood programs, components and activities (community, State and training components, multiple funding analysis); (4) decision-making relationships; and (5) proposed work plan. Estimated numbers of 3-, 4- and 5-year-old children in Alaska are provided in an appendix. (KM)

ED 072 862 PS 006 344

Alaska Model for Early Childhood Education (Ages 3, 4 and 5 Years).

Alaska State Dept. of Education, Juneau.

Pub Date Sep 72

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, Early Childhood Education, Educational Environment, Educational Equipment, Educational Needs, Educational Objectives, Instructional Materials, Intellectual Development, Language Development, *Models, Motor Development, Parent Participation, Perceptual Motor Coordination, *Preschool Programs, Preschool Teachers, Program Descriptions, Self Concept, Skill Development, Social Development, *Statewide Planning

Identifiers—Alaska

The Alaska Model for Early Childhood Education is an attempt to bring major ideas into focus for neighborhood programs. Suggested specifications for staff, facilities, equipment, activities, and parent involvement are presented. Sections deal with: (1) needs, objectives and activities; (2) child development activities and environments--physical environments (interest areas) and social environments; (3) community implementation strategies involving personnel and staff development, parent responsibilities and agency support services; and (4) evaluation. An equipment list is provided as an appendix. (KM)

ED 072 863 PS 006 345

Remick, Helen

Maternal Speech to Children During Language Acquisition.

Pub Date [73]

Note—21p.; Paper is based on a doctoral dissertation submitted to the University of California, Davis, Calif.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Language Development, *Language Patterns, Language Usage, *Middle Class Mothers, Mothers, Preschool Children, Preschool Learning, *Speech Habits, Tables (Data), Technical Reports

Any theory of language acquisition must take into account the actual speech heard by children during the acquisition period. When 8 well-educated mothers were tape-recorded talking to their daughters, ages 16 to 30 months, it was found that their speech differed significantly from that spoken to another adult. The mothers used a more restricted vocabulary to their daughters, used pronouns differentially, spoke in distinct clausal units similar to written sentences, spoke in a higher median fundamental frequency, restricted their verb tense usage and talked mostly about the child. The speech to the children appeared to be a simpler, more grammatically "correct" version of English than that spoken to adults. (Author)

ED 072 864 PS 006 346

Piers, Maria W., Ed.

Play and Development.

Pub Date 72

Note—176p.

Available from—W. W. Norton & Company, Inc., 55 Fifth Avenue, New York, N.Y. 10003 ($5.95)

Document Not Available from EDRS.

Descriptors—Behavior Theories, Books, Childhood Needs, *Cognitive Development, Cognitive Processes, Conservation (Concept), *Early Childhood, Early Childhood Education, *Emotional Development, Identification (Psychological), Infants, Intellectual Development, Logical Thinking, Memory, Parent Child Relationship, *Play, Preschool Children, Self Concept, Sensory Integration, Sleep, Social Adjustment, *Symposia, Values

Identifiers—Erikson (Erik H), Piaget (Jean)

Papers presented at a Loyola University Symposium, part of a series on human growth and development, are published in this volume. The papers are: (1) "Some Aspects of Operations," by Jean Piaget; (2) "Operational Thought and Social Adaptation," by Peter H. Wolff; (3) "Fundamental Education," by Rene A. Spitz; (4) "The Enmity between Generations and Its Probable Ethological Causes," by Konrad Lorenz; (5) "Infants' Play and Cognitive Development," by Lois Barclay Murphy; and (6) "Play and Actuality," by Erik H. Erikson. An epilogue by the editor is also included. This series was part of year-long series concerning "knowledge in the service of man." (KM)

ED 072 865 PS 006 348

Establishing a State Office of Early Childhood Development: Suggested Legislative Alternatives.

Education Commission of the States, Denver, Colo.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—ECS-R-30

Pub Date Dec 72

Note—52p.; Third report of the Education Commission of the States, Task Force on Early Childhood Education

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (no charge)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Development Centers, *Early Childhood Education, Educational Legislation, *Guides, Preschool Education, *Preschool Programs, State Agencies, *State Legislation, State Programs

Legislative alternatives for providing a mechanism within State government to plan and coordinate early childhood programs are presented and analyzed. The alternatives addressed are: (1) placing early childhood responsibility in an existing agency; (2) creating a new office of child development as an independent State agency; and (3) creating a new office as part of the governor's office. Comments on each part of the legislation clarify and expand on the legal language and the implications of the alternatives presented. Sections of the legislation discussed are: short title, purposes, definitions, Office of Early Childhood Development (establishment, powers and duties, report to legislature, governor), coordinating council, State and district councils, personnel training program, appropriation authorization, and effective date. A third alternative, establishing a child care coordinating council, is addressed in a concluding section, which contains copies of three executive orders establishing such councils. (KM)

ED 072 866 PS 006 350

McDiarmid, Mary S., Comp.

An Annotated Bibliography on the British Infant School.

Pub Date Jun 72

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Books, *Comparative Education, *Elementary Education, Elementary Grades, *Open Education, Periodicals, Primary Grades, Resource Materials

Identifiers—*British Infant Schools

Fifty-six books and thirty-five periodical articles are listed in this bibliography on the British infant school. The periodical articles, and a few of the books, are not annotated. (KM)

ED 072 867 PS 006 351

Early Childhood Development in Texas: 1972.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.

Pub Date 31 Dec 72

Note—124p.

Available from—Office of Early Childhood Development, Texas Department of Community Affairs, P.O. Box 13166, Capitol Station, Austin, Texas 78711

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Child Care, Child Development, Day Care Services, *Directories, Disadvantaged Youth, Early Childhood Education, Medical Services, Preschool Children, *Preschool Programs, Questionnaires, Special Services, *State Surveys

Identifiers—*Texas

The first annual report of the Texas Office of Early Childhood Development surveys public and non-public programs for children. Data, gathered from questionnaires mailed to State agencies and private organizations in Texas, include a description of the service (medical treatment, day care, education), number of children served, requirements for eligibility, and sources of funding. The report is in four sections, an introduction to the Office of Early Childhood Development and three directory sections--a survey of services administered by other State agencies, a survey of services provided by private organization, and a directory of State and local personnel who can be contacted for information and help. (KM)

ED 072 868 PS 006 352

Alpert, Selma

The Nongraded School: An Annotated Bibliography.

Pub Date [72]

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Books, Educational Change, Elementary Education, Nongraded Classes, *Nongraded System, Periodicals, Resource Materials, Ungraded Curriculum, *Ungraded Schools

This annotated bibliography on nongraded schools concentrates on the most recent books, periodicals and other publications. Thirty references are grouped under the headings theoretical, research, and practical. (KM)

ED 072 869 PS 006 353

Mitchell, G.

Parental Deprivation and the Development of Aggression.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Sep 72

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 1-8, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aggression, *Animal Behavior, Anti Social Behavior, *Behavioral Science Research, Hostility, *Nonverbal Communication, Parent Influence, Self Concept, Social Development, *Social Factors, Social Relations, Speeches

The research on parental deprivation done at the Wisconsin primate laboratories and related laboratories is summarized. Social isolation and certain other social conditions were observed in their effects on aggressive behavior. Isolate-reared rhesus monkeys show more abnormality in postures and movements than do socially reared monkeys from infancy through puberty. Some of these abnormalities diminish in adulthood, but in any case they interfere with effective social communication and are therefore implicated in the development of aggression. The coo vocalization, used by the rhesus when there is a stimulus change, is emitted less frequently by infant and adult isolates than by socially reared monkeys; and, in addition, the coo is not used in appropriate contexts by isolates. Isolate-reared monkeys are defective in both sending and receiving facial expressions. Isolates use the fear grimace and the stare and open-mouth threats, which appear important in aggressive behavior, more frequently after puberty than do socially reared monkeys. Isolates are also defective in looking, the most frequently used mode of communication among rhesus monkeys. Isolates apparently do not develop a clear idea of self versus not self, and as they reach adulthood they direct more and more hostility toward the self. The failure to know the self may interfere with peaceful social communication more than anything else, and apparently the monkey can come to know himself only through interaction with others. Mature social isolates are incapable of using social objects to decrease their arousal and are thus intolerably excited by social stimulation, which, in turn, accentuates their abnormalities in communication. (KM)

ED 072 870 PS 006 354

Hagebak, Robert

Disciplinary Practices in Dallas Contrasted with School Systems with Rules Against Violence Against Children.

Pub Date 8 Sep 72

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 8, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Abuse, Discipline, *Discipline Policy, Parent Influence, Psychological Needs, *Punishment, Self Esteem, Speeches, Student Behavior, Teacher Behavior, Teacher Influence, Teacher Motivation, *Violence

Corporal punishment and its implications are discussed in this speech in Dallas, where corporal punishment is officially sanctioned as a method of school discipline, and in many other parts of the country, the prevailing opinion is that corporal punishment is necessary, effective and harmless. But the effectiveness of such punishment is dubious and the potential psychological harm is incalculable. Physical abuse is considered by many to be an acceptable form of school discipline because it is an accepted child-rearing practice. Teachers and parents are reluctant to change this behavior because violence is condoned and rewarded by this society, it is felt, and people are frequently tempted to respond to conflict and frustration with physical force. School policy that condones the bully tactics of corporal punishment is in effect teaching students by example that this is an acceptable way of handling problems. Through corporal punishment parents and teachers relieve their own frustrations and avoid effort to understand the reasons for the child's misbehavior. Corporal punishment is frequently used for transgression of arbitrary, meaningless rules. Teachers using corporal punishment should examine their motives and consider what sort of model they should be providing students. Corporal punishment undermines a child's self-respect and respect for others. A resolution passed at the National Conference on Corporal Punishment recommends abolishing this sort of punishment. (KM)

ED 072 871 PS 006 356

Insel, Shepard A. Spencer, Thomas D.

Emotional Concomitants of Reading Readiness Training in Kindergarten. Final Report.

California State Univ., San Francisco.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-I-061

Pub Date Dec 72

Contract—OEC-9-71-0040(057)

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Analysis of Variance, *Anxiety, Behavior Rating Scales, *Emotional Response, Factor Analysis, Interviews, *Kindergarten, Observation, Psychological Studies, Questionnaires, *Reading Readiness, Technical Reports

This pilot study addressed tension and anxiety states that may accompany reading readiness training in the kindergarten. Seventy-two children (36 boys and 36 girls) were randomly selected from three urban elementary schools. Six kindergarten classes were included, representing: (1) 2 classes conducting systematic reading programs; (2) 2 classes with regular but informal reading readiness training; and (3) 2 classes with essentially no reading or reading readiness programs in effect. Data gathering included naturalistic observations with time sampling throughout ten weeks and structured interviews in the classroom involving human figure drawings, questionnaires and behavior ratings. Frequency data for the naturalistic observations were analyzed using a factorial design of analysis of variance with schools, classes, and sex of child as factors. Similar analyses were done on weighted scores for human figure drawings and on the rating data for the interview behaviors. Results were mixed, suggesting that relationships between reading readiness training and tension states in the children are masked by the larger questions of teacher effects and more complex developmental factors. (Author/KM)

ED 072 872 PS 006 357

Furfey, Paul Hanly, Ed.

Education of Children Aged One to Three: A Curriculum Manual.

Catholic Univ. of America, Washington, D.C. School of Education.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Office of Child Development (DHEW), Washington, D.C.

Pub Date 72

Note—202p.

Available from—The Catholic University of America, School of Education, Curriculum Development Center, Washington, D.C. 20017 ($2.75, paperback)

Document Not Available from EDRS.

Descriptors—*Curriculum Guides, Disadvantaged Youth, Early Experience, *Infants, Instructional Materials, Intellectual Development, Language Development, Learning Activities, *Preschool Education, *Resource Materials, Self Concept, Sensory Experience, Skill Development, Social Development, Stimulation

This curriculum manual for teaching children aged one to three is a spin-off of the Infant Education Research Project, which studied the effect of intellectual stimulation on the growth of intelligence in a group of culturally deprived infants. The project involved the intensive instruction of a group of male, inner-city infants, who were visited in their homes for one hour a day, five days a week by staff members. The techniques staff members found successful form the contents of the manual, which is divided into four parts: (1) general principles--a period of rapid development, how to work with young children, record keeping; (2) curriculum items--purpose of various activities, levels of difficulty, specific types of items (sensory skills, motor skills, trips, music, art, games and dramatic play, puzzles, numbers, books, sorting, science); (3) case studies--5 children tutored in the IERP; and (4) materials available--books, toys, music, puzzles. (Author/KM)

ED 072 873 PS 006 360
McCandless, B. R.
Demonstration: Male Workers in Day Care. Demonstration Project Progress Report.
Family Learning Centers, Inc., Atlanta, Ga.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date [72]
Note—48p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Adolescents, Behavior Development, *Child Care Workers, Childhood Needs, Cognitive Development, Concept Formation, *Day Care Programs, *Demonstration Projects, Disadvantaged Youth, Early Experience, *Males, Preschool Education, Program Descriptions, Role Perception
Identifiers—Biller Rating Scale, Childrens Embedded Figures Test, Draw A Person Test, Interaction Check List, It Scale for Children, McCandless Intensity of Involvement Scale, Modified Rabban Toy Preference Test
A demonstration project using young men as day care workers in the Early Learning and Child care centers in Atlanta is described. The proposal for the demonstration project and a progress report are given. Four white advantaged and four black disadvantaged male high school students were recruited to work as caregivers for black and white boys and girls, aged 4 months to about 6 years. Each young man works five hours every week day. During the preservice training they were given an initial concentrated introduction to early childhood teaching. They then began work under the supervision and guidance of a lead teacher. Training is continued in weekly inservice sessions where performances are discussed and improvements suggested. They also have weekly project discussion sessions with the administrators of the Project. Three areas will be tested and evaluated: (1) the demands made on male and female caregivers by male and female preschoolers of disadvantaged and advantaged backgrounds, using the new Interaction Check List; (2) sex typing, using the It Scale for Children, Modified Rabban Toy Preference Test, Biller Rating Scale, and Draw-A-Person Test; and (3) competence, using the McCandless Intensity of Involvement Scale, Children's Embedded Figures Test, and Nowicki-Strickland Locus of Control Scale. [Not available in hard copy due to marginal legibility of original document.] (Author/KM)

ED 072 874 PS 006 361
Paull, Dorothy Paull, John
Yesterday I Found...
Colorado Univ., Boulder. Mountain View Center for Environmental Education.
Pub Date 72
Note—70p.
Available from—Mountain View Center for Environmental Education, University of Colorado, 1511 University Avenue, Boulder, Colorado 80302 ($3.00, paper)
Document Not Available from EDRS.
Descriptors—*Elementary Grades, *Environmental Education, Independent Study, *Individualized Curriculum, Natural Sciences, Outdoor Education, Program Descriptions, Resource Materials, *Science Activities, Student Centered Curriculum, Student Projects, Student Science Interests
Identifiers—*England
This booklet describes an elementary school program at Anstey Latimer Primary School in Leicestershire, England, that used the natural environment as the focus for its studies. Students were 7 to eleven years old, and each class had two or three ages grouped together. Students were allowed to pursue whatever projects interested them. The projects described, with commentary by both authors, are: (1) bones, for a start--independent study by one student; (2) a qualified failure--a study of molds that failed because it was teacher-initiated and dominated; (3) animals and animals--study of animal development and life in the classroom; (4) shells; (5) a rock snowball; (6) stamps; (7) the stream table; (8) the near environment--study of the natural environment of the town; (9) away from the here and now--a student-initiated writing project; and (10) field trips. The stream table transcript and a list of classroom equipment are provided in appendices. (KM)

ED 072 875 PS 006 364
Hess, Robert D. Croft, Doreen J.
Teachers of Young Children.
Pub Date 72
Note—337p.
Available from—Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($10.25; discount price to schools and teachers, $8.20)
Document Not Available from EDRS.
Descriptors—Art Education, Cognitive Development, Disadvantaged Youth, *Early Childhood Education, Early Experience, Intervention, Language Development, Music Education, Parent Participation, Preschool Education, Preschool Evaluation, Preschool Programs, *Preschool Teachers, *Resource Materials, Social Development, Socioeconomic Influences, Teacher Behavior, *Textbooks
This textbook for preschool teachers is geared to the needs of the young and relatively inexperienced teacher. The book combines developmental and educational theory with practical application. Chapters cover: (1) early education as a career; (2) schools and systems of early education; (3) school and family: partners or competitors?; (4) social opportunity and educational achievement; (5) programs are tools, not religions--varieties of programs and approaches; (6) growth of language and cognitive abilities; (7) social concepts and behavior; (8) the versatility of the arts in a preschool program; (9) crisis in the preschool--coping with emergencies; and (10) the challenge of evaluation. References are provided for each chapter. (Author/KM)

RC

ED 072 876 RC 006 728
Eiszler, Charles F. Kirk, Barbara V.
Achievement and Attitude Change in Michigan Migrant Education, Summer Classrooms, 1972.
Central Michigan Univ., Mount Pleasant. Michigan Migrant Education Center.
Pub Date Jan 73
Note—144p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Achievement, Average Daily Attendance, *Behavior Change, *Changing Attitudes, Educational Objectives, Elementary Grades, *Migrant Child Education, Statistical Data, Student Attitudes, *Summer Schools
Identifiers—*Michigan
The extent to which the effectiveness of migrant education summer school programs is reflected in changes in the measurable behavior and characteristics of pupils enrolled in those programs was investigated at a statewide level. A sample of 773 6- to 9-year old children was used. Three dependent variables were studied: (1) performance on measures of specific educational objectives, (2) scores on measures of achievement-related attitudes, and (3) scores on measures of non-academic classroom behavior dimensions. Classroom teachers administered the School Sentiment Index during the first and final weeks of their programs and completed the Teacher Ratings of Student Achievement and the Devereaux Rating Scale at the end of the programs. Six bilingual field workers assigned to 5 classrooms each administered the achievement test during the second and final weeks of each program. The study's design required analysis techniques to reveal differences (1) between pretest and posttest scores for pupils in migrant education classrooms and (2) among the scores of pupils grouped according to the moderator variables of sex, age, and bilingual language performance. The findings indicated that the migrant education programs effected changes in pupil performance on specified educational objectives but did not promote more positive attitudes toward self or school. (NQ)

ED 072 877 RC 006 729
Dixon, Richard D. Singh, Ram N.
Changing Characteristics of the West Virginia Population: 1940-1970.
Pub Date 7 Feb 73
Note—22p.; Paper presented at the Association of Southern Agricultural Workers meeting, February 4-7, 1973, Atlanta, Georgia
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Statistics, Demography, Education, Industry, Migration, Occupations, *Population Trends, *Residential Patterns, *Rural Urban Differences, Sex (Characteristics), *Tables (Data)
Identifiers—*West Virginia
West Virginia's population history from 1940 to 1970 was traced in this paper. Data were collected to illustrate (1) population size, distribution, and composition for West Virginia and its rural and urban subunits and (2) the changing fertility pattern which occurred during this period. Whenever possible, comparisons between West Virginia population trends and those for the United States and the rest of the South Atlantic Division were made. The 1940, 1950, 1960, and 1970 U. S. Censuses of Population, U. S. Department of Commerce, were used for the data collection. Selected data were pursued and organized into tables and occasionally into graphs to illustrate structural shifts with respect to age, sex, residence, schooling, occupation, industry, and fertility. Since West Virginia has had a relatively small nonwhite population in recent decades, racial comparisons were excluded from this paper. It was noted that West Virginia generally appears to be converging with the Division and Nation in many respects, although its discordant figures concerning urbanization, education, and mining still stand out as "glaring" contrasts. (NQ)

ED 072 878 24 RC 006 754
Slocum, Walter L. Garrett, Gerald R.
Educational and Occupational Aspirations and Expectations of Rural Youth.
Washington State Univ., Pullman. Dept. of Rural Sociology.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0376
Pub Date Dec 65
Note—50p.; Reprinted February 1966, Pullman, Washington.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, College Choice, *Educational Planning, Faculty Advisors, High School Curriculum, High School Students, Military Training, *Occupational Aspiration, *Rural Youth, *State Surveys, Statistical Analysis, Tables (Data), Vocational Education
Identifiers—*Washington State
Some of the more significant responses to a questionnaire on educational and occupational aspirations and expectations which was administered to a statewide sample of sophomores, juniors, and seniors in 30 rural high schools by the Department of Rural Sociology at Washington State University were presented in this report. A principal objective of the research project was to ascertain the nature and extent of influence of school factors on educational and occupational aspirations and expectations of farm boys and girls. The study focused on factors over which the school has some control. The findings indicated that roughly 98% desired to graduate from high school and 70% aspired to go to college, that over 1/4 expected to begin their education at the junior college level, that over 2/3 of the college-bound boys and girls had definite expectations as to what major field of study they would follow at college, that only 7.8% of the sample expressed satisfaction with their high school's present curriculum in vocational training courses, and that only 5.8% of the boys and 6.6% of the girls indicated their high school counselor to be among the most helpful sources occupational information. It was concluded that with regard to a student's occupational and educational aspirations and expectations, school experiences are likely to be among the more significant and influential ones that an individual encounters. (HBC)

ED 072 879 RC 006 756
Kaplan, Jerome
The Triangle Program Planning Project. Final Report.
Communication Patterns, Inc., San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Field Initiated Studies.
Pub Date Jan 73
Contract—OEC-0-72-4719
Note—242p.
EDRS Price MF-$0.65 HC-$9.87

Descriptors—Biculturalism, *Bilingual Education, Children, Cultural Differences, Curriculum Development, Educational Strategies, Guidelines, *Individualized Instruction, *Mathematics, Mexican Americans, Models, *Program Planning, Puerto Ricans, *Spanish Speaking
Identifiers—*Triangle Program

A set of guidelines for implementing an individualized mathematics program to be utilized in a bicultural/bilingual setting were developed. At first, the design team sought to develop an all-purpose model complete with specifications of particular objectives, but the team soon recognized this goal to be unrealistic, since different school districts and schools within the districts provide different mixes of bicultural/bilingual needs. As a result, the team came up with a spectrum of bilingual education patterns leading to various possible approaches for the implementation of an individualized mathematics program. These various possible approaches are described in this final report. Discussed in detail are the 3 key phases needed in building a new bilingual/bicultural program, including (1) the planning phase, (2) the development phase, and (3) the implementation phase. This report also discusses the necessary elements needed to implement a mathematics program with a major emphasis on local needs and the major subsystems dealing with the learner, instructional, and support components of the program. The steps for utilizing the model are highlighted, and key recommendations are given for determining need and securing support, establishing curriculum development capability, implementing the program, and evaluating and revising the program design. (NQ)

ED 072 880 RC 006 757
The Quality of Rural Living. Proceedings of a Workshop. (Washington, D.C., May 5-7, 1969).
National Academy of Sciences--National Research Council, Washington, D.C. Div. of Biology and Agriculture.
Spons Agency—Ford Foundation, New York, N.Y.; Monsanto Fund, St. Louis, Mo.; Rockefeller Foundation, New York, N.Y.
Report No—ISBN-0-309-01940-0
Pub Date 71
Note—139p.
Available from—National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 ($2.95)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Needs, Employment Opportunities, Government Role, *Health Services, Housing Deficiencies, *Living Standards, Nutrition, Population Trends, Research Utilization, *Rural Areas, *State Federal Support, Subemployment, Welfare, *Workshops

About 45 persons, who are affiliated with government agencies, universities, and foundations and whose fields of specialization included economics, sociology, housing, welfare, medicine, education, and nutrition, participated in a workshop on the quality of rural living. Formal papers presented during the initial sessions included: "What Constitutes Quality of Living?" "Rural Health in the United States," "Nutritional Levels in Rural United States: New Approaches Needed," "Urban-Rural Contrasts in Public Welfare," "Possibilities for Improving Rural Living: An Economist's View," "Quality of Rural Education in the United States," "Rural Housing in the United States: Essential Steps Required to Upgrade It," and "Employment and Income of Rural People." All but one presentation was followed by a discussion period. The recommendations of three work groups on needed research, changes in education, and changes in government programs and policies are included. The Agricultural Board appointed a committee to prepare recommendations based on the major points brought out in the papers, in the discussion periods, and in the reports of the work groups at the conclusion of the workshop. Educational opportunities for the young, adult education, welfare, housing, social monitoring, the team approach to research, and distribution of economic activity and population growth were the areas of concern. (HBC)

ED 072 881 RC 006 758
Lindstrom, David E.
Differences in Academic Capability Between Rural Youth Planning and Not Planning to Go to College.
Illinois Univ., Urbana. Agricultural Experiment Station.
Spons Agency—Department of Agriculture, Washington, D.C.
Report No—RSM-40
Pub Date Dec 64
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Ability, Achievement Tests, *College Bound Students, *Comparative Statistics, Educational Needs, *High School Students, *Rural Education, Tables (Data), Testing
Identifiers—*Illinois

The results of analyses of college-bound versus non-college-bound rural youth on tests and personal data available on the IBM cards in the Office of High School Testing at the University of Illinois are presented in this report on the second part of a 3-part study on the educational needs of rural youth. The data on IBM cards for 2,326 juniors and seniors in 24 high schools in 8 widely separated Illinois counties--Carroll, Mercer, Marshall, Moultrie, Calhoun, Franklin, Alexander, and Pulaski--were analyzed. The analysis was limited to test scores on abstract reasoning, verbal reasoning, the total of these 2, natural science reading, social science reading, writing, and functional and conventional errors in writing. There were statistically significant differences in the means of scores on all tests between those who planned to go to college and those who did not plan to go. The differences favored those who planned to attend college. An implication which arose from the findings was that the high schools are providing training in preparation for college and that action should be taken to provide job training for the non-college-bound students; for the 1962-63 sample of 2,326 juniors and seniors, 60% did not plan to go to college. The 3rd part of the study will include occupational data, personality tests, and other information on about 3,000 juniors and seniors in all schools in these 8 counties. (FF)

ED 072 882 RC 006 759
Wiener, Morris
Backgrounds of Outdoor Education: A Review of Early Studies in Camping as Education. Taft Campus Occasional Paper No. IX.
Northern Illinois Univ., Oregon. Lorado Taft Field Campus.
Pub Date 65
Note—10p.; Chapter II of a copyrighted thesis, "-Developing a Rationale for Outdoor Education," Michigan State University, 1965, by author
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Background, *Camping, Day Camp Programs, Educational Philosophy, *Educational Programs, *Literature Reviews, Objectives, *Outdoor Education, Recreation, *Research, Summer Programs

Until the depression of the 1930s, camping was valued simply for its recreational and health benefits. Then, with the advent of the philosophy of progressivism and the consequent changes in educational goals and practices, the educational potentials of camping also began to be examined. Attempts to redefine the role of camping and to seek recognition from the progressive elements in education were made. In this paper, taken from a copyrighted thesis, "Developing a Rationale for Outdoor Education," early studies on camping as education are reviewed. These studies were conducted during and following the period of depression, unemployment, and business failure in the 1930s. The studies examined camping in terms of its sociological orientation and its transition from a recreational activity only to an educational activity as well. The concept of social welfare camping was also examined. [Not available in hard copy due to marginal legibility of original document.] (NQ)

ED 072 883 24 RC 006 761
Hosford, Ray E. de Visser, Louis A. J. M.
Ethnic Characteristics as Factors in Social Modeling.
California Univ., Santa Barbara.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-I-107
Pub Date Sep 72
Contract—OEC-9-72-0008(057)
Note—248p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Anglo Americans, *Counselors, Cultural Factors, Decision Making, Grade 8, *Interaction Process Analysis, *Junior High School Students, Males, *Mexican Americans, Rural Areas, *Social Influences

The purpose of this study was to investigate the interaction effects between ethnic characteristics (Anglo and Chicano) of social models and counselors on the acquisition and performance of modeled behaviors by male junior high school students of varying ethnic backgrounds. The study consisted of 76 eighth grade males enrolled in a school in Fillmore, California. There were 15 experimental treatment groups with 4 subjects in each and 2 control groups with 6 subjects in each. The counselors and subjects comprising the various groups were chosen to achieve a particular combination of ethnic characteristics. Treatments were repeated by different counselors who were male graduate students in counseling psychology. The experimental treatment consisted of 3 counseling interviews during which 4 videotape recordings demonstrating 4 decision-making behaviors were presented. The treatment procedures were evaluated by determing (1) the accuracy of the recall of the modeled decision-making and ethnic characteristics and (2) the frequency and variety of information-seeking activities in which the subjects engaged. Some of the findings were (1) that Anglo and Chicano social models were equally effective in promoting imitative behaviors among observers of either ethnic background and (2) that Anglo and Chicano counselors were equally effective in counseling students of either ethnic background. (NQ)

ED 072 884 RC 006 762
Alford, Terry And Others
Rural Housing Rehabilitation Demonstration. Princeville, N. C.
North Carolina State Univ., Raleigh. School of Design.
Spons Agency—Nash-Edgecombe Economic Development, Inc., Rocky Mount, N.C.; Natural Area Council, Inc., Washington, D.C.
Pub Date [72]
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Development, *Developmental Programs, *Economic Disadvantagement, Federal Aid, Financial Support, *Housing, Low Income Groups, Prefabrication, *Rural Areas
Identifiers—Edgecombe County, North Carolina, *Princeville

Rural America is currently facing an overwhelming problem, the need for decent housing. Even though small towns and rural areas of Southern America have been undergoing drastic change over the past 2 decades, over one-half of all inadequate rural housing is located in the South. Substandard housing is, for the most part, inhabited by families with low incomes and low earning capacity. One rural community is doing something about its housing problems. Princeville, North Carolina, located in Edgecombe County, epitomizes the poverty and poor housing which is presently stifling many rural towns in the United States. Princeville is attacking its housing problem through a residential rehabilitation program with the help of such organizations as the Princeville Community Club, the Princeville Home Repair Program, the Princeville Rehabilitation Program, and the Princeville Community Development Corporation. Housing assistance is available to low-income families in Princeville and Edgecombe County through the Tarboro Housing Authority, the Federal Housing Administration, and the Farmers Home Administration. This booklet describes the activities of community organizations and the operating areas and the types of assistance provided by the various agencies. The appendix includes related housing design concepts and lists 6 housing assistance programs for rural housing rehabilitation. (NQ)

ED 072 885 RC 006 763
Andrae, Annika Dahllof, Urban
Process Analysis of Non-Graded Rural Schools in Sweden. Outline of an Evaluation Project.
Gothenburg Univ. (Sweden). Inst. of Education.
Pub Date Feb 73
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Boarding Schools, Curriculum Design, *Decentralized School Design,

Economic Factors, *Educational Programs, Elementary School Students, *Evaluation, High School Students, Population Trends, *Rural Schools, Social Factors, *Ungraded Schools
Identifiers—*Sweden
The Process Analysis of Non-Grading (PANG) project evaluates the planned experiments with non-graded upper grades in communities with few pupils in Sweden. The main objectives is an analysis of the possibilities and difficulties that will appear through the new frame situation concerning realization of achievement goals and social goals. Six school districts in the middle and northern parts of Sweden are included in the 1973-74 part of the investigation. The main components of the investigation include the class, the spare time activities, the friends, the home, and the community. The data are collected by means of tests and questionnaires from 7th grade students, teachers, and administrators. Follow-up questionnaires are used with the teachers, and data about the parents are collected through interviews. Classroom observations are done at random on some occasions during the session. The project is planned to continue for 4 years, in order to follow the first 2 groups of pupils through the upper grades; but the reporting will be done continuously so that necessary modifications can be made as needed. (PS)

ED 072 886 RC 006 764
Ching, C. T. K. Detering, Stanley G.
Public Elementary & Secondary Education Expenditures in Nevada.
Nevada Univ., Reno. Agricultural Experiment Station.
Report No—NVAES-B-31
Pub Date Feb 73
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Average Daily Attendance, Community, *Educational Finance, *Elementary Schools, Expenditures, *Public Schools, *Rural Schools, Rural Urban Differences, *Secondary Schools, Teaching Experience
Identifiers—*Nevada
The relationship between expenditures for public elementary and secondary education and the factors related to these expenditures in Nevada were investigated in this study. The major components of the public education problem were listed as follows: the high proportion of tax revenue spent on education, the inadequacy of present methods of financing education, the quality of educational inputs, and the presumed disparity in quality of education between urban and rural areas. Two separate analyses of data were performed. A time series-cross sectional model was estimated using data for the 1968 through period for the 17 county school districts and a cross sectional model was estimated for fiscal year 1970. Major conclusions were that there have been pronounced changes in real per student expenditures since fiscal 1968, that school district expenditures per student decreases as district size increases, that a negative relationship holds between expenditures and rural-urban status, that per student expenditures are positively related to input quality, and that educational expenditures and community wealth are positively related. (PS)

ED 072 887 88 RC 006 765
Colorado State University (CSU) Sixteen State Project for Training Community Teams of Professionals for the Development of Coordinative, Adult Basic Education Programs in Rural Areas (Project COMMUNI-LINK). First Year Report: FY 1971.
Colorado State Univ., Ft. Collins. Dept. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date 15 Sep 71
Grant—OEG-0-71-5173(324)
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Agency Role, Communication (Thought Transfer), *Community Cooperation, Community Development, Economic Factors, Human Resources, Interagency Coordination, *Program Development, *Rural Areas, Social Influences, Staff Utilization, Workshops
The fundamental purpose of the project during its first year of operation was to facilitate the establishment or improvement of an inter-organizational communicative linkage system in each pilot community. Specific objectives were to develop teams of professionals, paraprofessionals, and volunteer community level workers and to train those teams to provide leadership in the process of community-wide program development. Instructional and consultative services were provided by Colorado State University project staff and State Instructional Consultants in each of nine cooperating states during the three primary components of project operations: project initiation, project workshops, and project follow-up activities. General conclusions drawn from the first year of experience revealed that the rationale, design, and operations of the project were effective, both conceptually and in their implementation, to a facilitation of community action toward the development of interorganizational cooperation in basic educational programming. (Author/PS)

ED 072 888 RC 006 766
Miller, Paul B.
The Role of Farm Labor Market Institutions in the Lower Rio Grande Valley of Texas.
Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—DLMA-81-46-68-16
Pub Date Dec 71
Note—184p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Agriculture, Community Involvement, *Employment Practices, Family Income, Farm Labor, Heads of Households, Housing Deficiencies, *Labor Market, *Mexican Americans, *Migrant Workers, Subemployment, Tables (Data)
Identifiers—Lower Rio Grande Valley, Texas Employment Commission
The objectives of this pilot study were to study the operation of the farm labor market in the Lower Rio Grande Valley of Texas, to analyze the functions of the labor market institutions in the Valley, and to formulate a series of policy recommendations to assist in relieving the short and long run problems of both farm workers and employers. Interviews were conducted with area residents--community, governmental, agricultural, and labor leaders; farm operators; crew leaders; private labor recruiters; and farm worker household heads. The findings indicated that the Texas Employment Commission (TEC) tends to be used primarily as a last resort by farm workers interviewed because of the low probability of jobs being available. Employers are more likely to use the TEC placement facilities, mainly to satisfy peak seasonal labor requirements, than were workers. Most of the household heads migrated out of the Valley and, on the average, were employed 30 weeks, were unemployed 13 weeks, and were not in the labor force 9 weeks in 1968. Annual earnings of household heads was $1,695, while family income averaged $3,350, reflecting earnings of several wage earners. Some recommendations were to improve the scheduling of work for migrants, to eliminate or control commuters, to improve agricultural employment practices, and to encourage permanent migration or resettlement. (HBC)

ED 072 889 RC 006 767
Review of the Rural Manpower Service, 1972.
Manpower Administration (DOL), Washington, D.C.
Pub Date 72
Note—157p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Child Labor Laws, *Discriminatory Attitudes (Social), *Employment Practices, *Federal Programs, *Field Studies, Foreign Workers, Human Services, Mexican Americans, *Migrant Workers, Negroes, Pesticides, Sanitary Facilities, Wages
Identifiers—*Rural Manpower Service
In response to a public complaint filed with the Secretary of Labor alleging discriminatory practice by the Rural Manpower Service (RMS), an investigation of the charges was conducted. The petition was filed on behalf of 16 organizations and 398 specifically named individuals, and it accused the RMS of exploiting migrant farm workers. The methodology of the review included an initial analysis of the alleged problem, the accumulation of background information, field visits, and the organization and analysis of the information gathered. The overall findings and conclusions of the review in the initial major section are divided into 2 parts, dealing with the role of the RMS and the role of worker advocacy. The findings are discussed by topic under 3 sections: (1) economic and legal condition of the farm worker, including discrimination, certification of foreign workers, social security, wages, child labor, and labor law enforcement; (2) services to workers, including referral control, job order specifications, employment services to workers, conflict of interest, farm labor contractors, statistics and staffing, and day haul; and (3) working conditions, including housing, safety and pesticides, field sanitation and drinking water, and transportation. Green card commuters and illegal aliens are discussed in the 2 appendixes. (HBC)

ED 072 890 RC 006 768
Oberle, Wayne H.
Role Models of Negro and White Rural Youth at Two Stages of Adolescence.
Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology.
Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Report No—TAES-H-2611
Pub Date 71
Note—25p.; Revision of a paper presented at the annual meetings of the Southwestern Sociological Association, Dallas, Texas, March, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adolescence, Decision Making Skills, Ethnic Studies, *Longitudinal Studies, Negroes, *Occupational Aspiration, *Role Models, *Rural Youth, Social Status, Statistical Analysis, Tables (Data)
Identifiers—*East Texas
The objective of this paper was to investigate the utility of the Ginzberg developmental model for explaining differences in the types or occupational status of the role models of Negro and white rural youth at two stages of adolescence. Data were obtained from 484 youth residing in East Texas in their sophomore and senior years in high school. In the patterns that did not differ over time, the findings indicated that Negro boys selected more teachers and glamour figures as role models than did the white boys, that white boys chose more relatives, and that white boys had a more diverse selection pattern than did their Negro age cohorts. In patterns that did differ over time for Negro and white girls, it was found that whereas the white girls had a slightly more diverse selection pattern than did the Negro girls in 1966, the opposite was true in 1968. Additional conclusions were that more white boys than Negro boys chose occupational role models who were owners or managers of a farm or ranch, but the difference decreased over time; that more white girls than Negro girls selected housewives as role models; and that, although occupational role models in professional or related areas were equally popular among both Negro and white respondents in 1966, more Negro girls than white girls chose this type of role model in 1968. (HBC)

ED 072 891 RC 006 769
Oberle, Wayne H. Kuvlesky, William P.
Metropolitan-Nonmetropolitan Differences in the Role Models of Negro Youth.
Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology.
Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Pub Date [71]
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cross Cultural Studies, Family Influence, Grade 10, High School Students, *Negro Youth, *Role Models, *Rural Urban Differences, Socioeconomic Influences, Statistical Analysis, Tables (Data), Teacher Influence, *Vocational Interests
The purpose of this study was to examine metropolitan-nonmetropolitan and sex differences in the role models selected by Negro high school sophomores. A questionnaire was grouped-administered to 111 metropolitan males, 170 metropolitan females, 98 nonmetropolitan males,

and 99 nonmetropolitan females. The results of the study indicated that sex does and place of residence does not make an important difference in the types of role models selected by Negro youth or in the occupational status of the role models. Important secondary findings were: (1) parents are not the most popular role models chosen by these Negro respondents: glamour figures are the most popular role models of metropolitan boys, nonmetropolitan girls, and nonmetropolitan boys; teachers are the most popular role models of metropolitan girls; and (2) family members, especially immediate family members, are frequently selected as role models by these Negro high school sophomores. Suggestions for future research include investigating why the person was chosen as a role model, why the occupation was chosen, and the effectiveness of the high school counselor and of various career information materials or programs. The bivariate relationship between role model choices and job market knowledge might also be explored. A related document is ED 048 971. (Author/HBC)

ED 072 892 RC 006 770

Sanchez, Rodolfo B.

A Chicano Perspective on Social Work Curriculum Development. Social Work Education for Economically Disadvantaged Groups in Texas. An Occasional Paper of the Consortium of Texas Schools of Social Work.

Texas Univ., Austin. Hogg Foundation for Mental Health.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 72

Note—21p.; Paper presented at a Social Work Workshop (Houston, Texas, April 13-14, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Change Agents, Community Role, *Curriculum Development, *Educational Problems, Higher Education, *Mexican Americans, *Professional Education, *Social Work, Student Role

A significant measure of the gradual progress in relating social work education to the racial and ethnic communities in the United States is the development of ethnic content and materials to be incorporated into the curriculum of schools of social work. The process of incorporating ethnic curriculum content generates the process of further development and refinement of ethnic curriculum content. Thus, the development of social work curriculum in relation to social work practice in the barrio should be perceived as a process in which Chicano concerns and aspirations are institutionalized within the schools of social work. Chicano students and faculty and the Chicano community are the major sources for helping to develop such a curriculum. In attempting to show and clarify the opportunities for constructive change which are needed, 3 factors are discussed: (1) the present conditions of Chicano curriculum development, (2) the anticipated directions which future Chicano curriculum development will take, and (3) the methods and processes which are required to facilitate these anticipated directionalities. (NQ)

ED 072 893 RC 006 772

Josephy, Alvin M., Jr., Comp. *Strouse, Jean, Comp.*

Indian Resistance: The Patriot Chiefs. Jackdaw No. A 2.

Pub Date 72

Note—47p.

Available from—Grossman Publishers, 625 Madison Avenue, New York, New York 10022, ($3.95)

Document Not Available from EDRS.

Descriptors—*American History, *American Indians, Cultural Context, *Ethnic Status, *Instructional Materials, Language Development, Leadership, *Policy

The story of the resistance of the American Indian to the conquest of his lands unfolds in this outline intended for senior high school students. The contents cover events from the landing of the Pilgrims on Plymouth Rock to the occupation of Alcatraz in San Francisco Bay by the Indians in 1970. Among the items included in the packet are the following: (1) pages from the first Bible printed in America, translated into the Massachusetts Indian dialect and printed in 1663; (2) Paul Revere's drawing of King Philip, taken from engravings of Iroquois chiefs who had visited England in 1709; (3) engravings, "How They Catch Fish," from Thomas Hariot's "A Briefe and True Report of the New Found Land of Virginia" (London, 1588) and "The Town Secotan," showing the layout of an Indian village; (4) a Hopi petition in 1894 asking the government for a survey of promised grazing lands; (5) portraits of great Indian leaders (Tecumseh's brother, Osceola, Sequoya, and Keokuk); and (6) broadsheets on King Philip's War, Tecumseh and expansion across the Allegheny, "Manifest Destiny" and its opponents, nonresistant chiefs, American expansion on the plains, and modern Indian policy and Indian resistance today. Also included are lists of things to think about, things to do, 13 books to read, and 6 periodic publications. (FF)

ED 072 894 RC 006 773

Koval, Calista Bartha

Effects of a Selected Guidance Program on the Self-Concepts of Appalachian Primary School Children.

Pub Date Dec 71

Note—87p.; Doctoral dissertation, Ohio Univeristy, Athens, Ohio

Available from—Inter-Library Loan from West Virginia University Library, Morgantown, West Virginia

Document Not Available from EDRS.

Descriptors—*Classroom Guidance Programs, Doctoral Theses, Field Studies, Learning Motivation, Peer Acceptance, Performance Factors, *Personality Tests, *Primary Grades, *Rural Schools, *Self Concept, Statistical Analysis, Tables (Data)

Identifiers—*Appalachia, Ohio

The purpose of the study was to investigate the effects of the "Developing Understanding of Self and Others" (Duso) Guidance Program on the self-concepts of Appalachian primary school children who were matched on intelligence, and randomly assigned to classes. The subjects in the sample numbered 126 at the third grade level, 112 at the second grade level, and 109 at the first grade level. Following a 10-week experimental period, 4 subtests of the primary level of the California Test of Personality were administered to the experimental and control groups. The 4 subtests included self-reliance, sense of personal worth, sense of personal freedom, and feeling of belonging. A significant difference on sense of personal freedom was found between the means of the experimental group and the control group at the first grade level. No significant interaction was found between the 3 remaining variables although the main effects were significant. The conclusions indicated that children who participated in the Duso Guidance Program felt more capable of doing things independently of others, felt more capable of directing their own activities, and had a greater feeling of being accepted by others than did nonparticipants. However, the children did not exhibit a greater sense of personal worth. It was concluded that both the Duso Guidance Program and grade level affected the self-concepts of Appalachian primary school children. (HBC)

ED 072 895 88 RC 006 774

Burcham, Mildred, Ed.

Steps toward Greater Individualizing for Small Schools. Report of a Summer Institute. Report of a Long-Range Plan for Individualizing.

Oregon State Board of Education, Salem. Oregon Small Schools Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 73

Note—249p.; Report of a summer institute for Oregon Small Schools Program, Salem, Oregon, June 12-16, 1972

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Counseling, Elementary Schools, *Individualized Instruction, *Instructional Improvement, Language Arts, Mathematics, *Program Planning, Scheduling, Secondary Schools, *Small Schools, *Summer Institutes, Teacher Role

Identifiers—*Oregon

The Oregon Small Schools Program, (an Elementary and Secondary Education Act Title III project) held a week-long institute in the summer of 1972 to demonstrate how construction can be individualized even with a large class load by organizing the curriculum and schedule so everyone can work at his own pace on meaningful projects. Given in this report are the major and concurrent presentations of the institute. Some of the major presentations dealt with topics such as the real challenge of individualized instruction, process learning, education in a changing world, new high school graduation requirements, and the input for planning. Some of the concurrent presentations given were on such topics as individualizing instruction in a small elementary school; individualized learning in practice; individualizing and humanizing science; the teacher's role in an individualized home economics program; scheduling and administrative organization; the retrieval-dissemination center; counseling in a small high school; individualized instruction in subjects such as language arts, mathematics, vocational business, and music; and scheduling for the improvement of instruction. A comprehensive account of the long-range plan for individualizing instruction in Oregon small schools is also given. (NQ)

ED 072 896 RC 006 777

Bertrand, Alvin L.

Definitions and Strategies of Rural Development: A Search for Coherence and Congruity.

Pub Date 24 Aug 72

Note—30p.; Address delivered at Third World Congress for Rural Sociology Plenary Session No. 6, Baton Rouge, Louisiana, August 24, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Change, *Cultural Environment, Definitions, Economically Disadvantaged, Government Role, Industrialization, *Political Influences, Population Trends, *Rural Development, Self Help Programs, *Sociology

The basic issues covered in this paper are (1) the determination of whether there is a clear rationale for a sociology of development and (2) a determination of the divergent strategies for the implementation of development programs which have advantages that transcend the preservation of certain philosophical orientations and political ideologies. The sociology of development is defined as a subfield of sociology which is devoted to a study of the theory, design, and implementation of action programs which are proposed for the purpose of deliberately and fundamentally altering social structures in the interest of achieving more efficient forms of social organization, as judged on the basis of values and goals considered worthy. The divergent strategies of rural development are described in terms of the self-help approach and the centralized planning approach. It is noted that development sociology offers an opportunity for sociology in general to become free of its provincialism and that a coherent sociology of development represents a new era of applied sociology. A 49-item bibliography is included. (PS)

ED 072 897 RC 006 778

Pastore, Jose

Some Roles of the Rural Sociologist in Latin America's Economic Development.

Pub Date 21 Aug 72

Note—12p.; Paper presented at the Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 21, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agriculture, *Developing Nations, *Economic Development, Government Role, Role Perception, *Rural Areas, Rural Extension, *Sociology

Identifiers—*Latin America

Agriculture is a main source of employment and is a significant contributor to the gross national product in most of the Latin American countries. In order to meet domestic and export needs, production and productivity must be increased; land tenure systems must be changed to cope with employment and income distribution problems; institutions must be modernized in order to support production, productivity, and commercialization; and technology must be introduced rapidly for better competition in both national and international markets. The rural sociologist can contribute in many different areas to Latin America's economic development. Three areas of activity in which the rural sociologist can contribute to Latin America's economic development are (1) technological change, (2) institutional development, and (3) extension services. The rural sociologist plays an important role in the various mechanisms used to (1) induce technological change; (2) develop institutions

which will transfer, generate, and disseminate knowledge on agriculture; and (3) formulate alternative strategies by which extension services can work with commercial and subsistence agriculture. (NQ)

ED 072 898 RC 006 783
Baali, Fuad
Agrarian Reform Policies and Development in the Arab Middle East.
Pub Date 27 Aug 72
Note—11p.; Condensed version of paper presented at the Third World Congress of Rural Sociology, Baton Rouge, Lousiana, August 22-27, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Laborers, Area Studies, Cooperatives, Data Collection, *Economic Disadvantagement, *Government Role, Health Services, Landlords, Migration Patterns, *Policy Formation, *Rural Development, Social Stratification
Identifiers—Arab States, *Middle East

The purpose of this paper is to analyze and evaluate the nature, scope, and implications of the rural development in the Arab countries of the Middle East and North Africa. The first section of the paper deals with the forces that have caused changes in agrarian reform policies as they affected rural development in these countries. Specifically discussed are the Agrarian Reform Law of 1958 in Iraq and Syria; the 1967 June War in Jordan and Lebanon; the 1952 revolution and Agrarian Reform Law in Egypt; the Cuban system of collective farming in Algeria; and the Five-Year Plan in Morocco and Tunisia. The evaluation section of the paper emphasizes the importance of accurate and extensive data on rural life, sufficient financial resources, skilled personnel, and coordinated efforts in the planning for development as being essential elements for sound agrarian reform. The summary indicates that the agrarian reform programs in the Arab countries have been successful in decreasing inequalities of wealth and narrowing traditional differences between the landlord and the peasant. However, with the migration of peasants to urban centers, the need exists for more economic development, social uplift, political stability, and effective governmental organization. (HBC)

ED 072 899 RC 006 791
Go My Son. For American Indians: Opportunities for Higher Education in the United States.
Brigham Young Univ., Provo, Utah. Inst. of American Indian Studies.
Spons Agency—Educational Foundation of America, Westport, Conn.
Pub Date 73
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, College Admission, *College Choice, College Environment, *Educational Environment, *Higher Education, Institutions, Intercultural Programs, Program Descriptions, *Social Factors, Universities, Vocational Education

Colleges, vocational colleges, and universities offering programs to facilitate the education of American Indian students are listed in this catalog. The list is designed to aid Indian students of high school age who may be planning to obtain a higher education and also to aid high school counselors and others who are attempting to guide Indian students towards higher education. The approximately 80 schools that are listed are making special efforts to minimize the strain that Indian students feel in entering an unknown social and cultural environment. It is stated that American Indian youth are likely to find on these campuses an academic environment where Indian culture is not only respected, but encouraged and supported. A checklist of services and programs at each school--admission policies, scholarship programs, orientation programs, registration advisement, counseling services, Indian publications, social clubs and events, employment placement, and classes and/or degrees--is also provided. (FF)

ED 072 900 RC 006 792
Alfaro, Manuel R., Jr. Hawkins, Homer C.
The Chicano Migrant Child.
Pub Date [72]
Note—11p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Bilingual Education, Community Characteristics, *Cultural Background, Dropout Prevention, *Educationally Disadvantaged, Educational Problems, English (Second Language), Language Handicaps, Living Standards, *Mexican Americans, *Migrant Child Education, Primary Grades, Spanish Speaking

The paper deals with the culture and background of the Chicano migrant child and with his frustrations and conflicts in encountering the Anglo culture as represented by the school. It is pointed out that the Chicano migrant child, whose home base is in the Rio Grande Valley, lives in either a barrio or, in summer, a migrant camp and has little contact with the Anglo culture until he enters school; that the only contacts his parents have with the Anglo community are with the farmer, grocer, gas station attendant, and clergyman; that upon entering school, the migrant child finds himself in an educational environment which is totally foreign to him; and that after being unable to learn because of his inability to understand English, the Chicano migrant child usually does not return to school. Suggestions to correct the problem and to provide the child with an equal learning opportunity include (1) that teachers of Spanish-speaking children must understand the migrant child, his culture, and his problems; (2) that English must be taught as a second language; (3) that until the child speaks English, he should be taught in Spanish; and (4) that the teacher must show the child that someone cares and wants him to learn, thus engendering in the child a desire to learn. [Not available in hard copy due to marginal legibility of original document.] (FF)

ED 072 901 RC 006 793
Solomon, Darwin D.
Characteristics of Local Organizations and Service Agencies Conductive to Development: With Special Reference to Farmers' Organizations.
Pub Date 28 Aug 72
Note—44p.; Paper presented at the Third World Congress on Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agency Role, *Agriculture, Community Change, *Community Organizations, Cooperatives, *Cultural Environment, Farm Committees, Farmers, Government Role, Leadership, Resources, *Rural Development

An attempt to formulate a more global but functional framework for analyzing local organizations as mechanisms for citizen participation in development is presented in this paper. Both the review of the literature and the prescriptive guides to action are presented under the following headings: membership and leadership, management of alienation and grouplessness, access to training and education, channels for communication of innovations and change, mechanisms to mobilize resources, access to markets, access to power and influence, and other linkages and levels of organization. Major recommendations are that agricultural leaders should have some social science training, that participation analysis should be used in assessing the role of the local organization in the continuous integration of community members into a modernizing society, that studies of farmers' organizations as information and development promoting systems should also analyze the skill and learning aspects, that attention should be paid to the roles of economic and social information in developing effective communications channels, that attention should be given to the role of agrarian reform in the mobilization of human energies, that there must be adequate market access and more access to power and influence, and that additional levels of organization should be created. (PS)

ED 072 902 RC 006 794
Ryscavage, Paul M.
The Poor in 1970: A Chartbook.
Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.
Report No—OEO-Pam-1405-12
Pub Date [72]
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Census Figures, Charts, *Demography, *Economic Disadvantagement, Ethnic Distribution, Government Publications, Heads of Households, *Low Income Groups, Mexican Americans, Negroes, Poverty Research, *Rural Urban Differences, Statistical Studies, Tables (Data)

The analyses in this presentation book, prepared by the Policy Research Division of the Office of Planning, Research, and Evaluation, Office of Economic Opportunity, reflect poverty statistics based on data from the Current Population Survey of the Bureau of the Census. These statistics reflect incomes of families and individuals which fall below specified income levels or poverty lines. These lines are adjusted to take account of such factors as family size, sex and age of the family head, number of children, and farm-nonfarm residence. Each year all poverty lines are adjusted by the Consumer Price Index so as to reflect changes in the cost of living. The poverty information contained in this book is presented in 28 tables and accompanying charts which are subdivided under the following headings: (1) Who are the Poor? (2) Some Selected Characteristics of the Poor; (3) Frequently Mentioned Poverty Groups; (4) The Increase in the Poverty Population between 1969 and 1970; and (5) Trends in the Poverty Population Over the Past Decade. (HBC)

ED 072 903 RC 006 795
Migrant Action Program. Annual Report, 1972.
Migrant Action Program, Mason City, Iowa.
Report No—OEO-CG-8503
Pub Date 72
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Basic Education, *Annual Reports, Child Care Centers, Clinics, *Financial Support, Manpower Development, Mexican Americans, Migrant Child Education, *Migrant Health Services, *Migrants, *Migrant Worker Projects, Migrant Youth, On the Job Training, Program Descriptions, Spanish Speaking, Vocational Education
Identifiers—*Iowa, Migrant Action Program

The philosophy behind and the operations of the Iowa Migrant Action Program (MAP) are discussed in this 1972 annual report. In developing its programs, MAP emphasizes self-determination as a key factor in redirecting the migrant to a life style different from the one he has known. MAP's various projects are intended to economically upgrade the migrant seasonal farmworkers. In its manpower component, MAP offers such programs as Settlement, On-the-Job Training, Vocational Training, Adult Basic Education, and Direct Job Placement. Included in its migrant children's programs are 4 child development centers which MAP operates to aid the migrant child in developing self-identity, personal worth, and self-expression. MAP provides, in its health component, family clinics, emergency care, immunization programs, dental screening and follow-up care, health education programs, and physicals for children attending migrant summer schools. MAP has received funds from the American Freedom from Hunger Foundation to provide emergency housing loans to migrant seasonal farmworkers settling in communities in Iowa, from the National Drug Center to deal with the drug abuse problem among migrant workers, and from the North Iowa Library Extension. Complete funding data is included in this annual report along with a listing of MAP's board of directors, full-time staff, and part-time staff. (NQ)

ED 072 904 RC 006 796
Fiebiger, Leo J.
Charlo Class Scheduling Plan.
Pub Date 17 Nov 72
Note—3p.; Paper prepared for the Rocky Mountain Educational Research Association meetings, Las Cruces, New Mexico, November 16-17, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*High School Organization, Program Planning, *Rotation Plans, *Rural Areas, *Scheduling, *Small Schools
Identifiers—*Charlo, Montana

The design and implementation of a rotating class schedule which was put into effect in the Charlo High School, Charlo, Montana in September 1969 is discussed in this paper. The schedule, described in this report, consists of a 75-minute period followed by 2, 60-minute periods in the morning and 4, 45-minute afternoon periods. The program evaluation, made

after the initial 3 weeks, is described; and negative and positive aspects of the rotating schedule are discussed. It is noted that the program should be a cooperative effort involving the students, the teachers, and the administration. An example of a class rotating schedule is presented. (PS)

ED 072 905 RC 006 797

Murray, Wayne R. Pettibone, Timothy J.

Mexican American and Anglo Perceptions of a University Environment.

Pub Date 17 Nov 72

Note—8p.; Paper presented at the Rocky Mountain Educational Research Association meetings, Las Cruces, New Mexico, November 16-17, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Anglo Americans, College Students, Community, *Environment, *Mexican Americans, Perception, *Psychological Tests, *Universities

Mexican American and Anglo perceptions of a Southwestern university environment were compared using the College and University Environment Scales. The instrument was used as a psychological test rather than a group consensus instrument. Construct validity was maintained using factor analysis to determine the most meaningful items for the sample of 322 students. Of the original 160 items, 38 were used to compare the groups on 4 environmental dimensions. Factor scores were then used with a 2-way analysis of variance to compare the groups. Sex differences were found on the community and awareness scales and an ethnicity difference was found on the scholarship dimension. A related document is ED 065 208. (Author/PS)

ED 072 906 RC 006 798

Longest, James W.

The Role of Community Development in Rural Development.

Pub Date 7 Feb 73

Note—12p.; Paper presented at the Association of Southern Agricultural Workers meetings, Atlanta, Georgia, February 4-7, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Agency Role, *Community Development, Cultural Context, Economic Factors, Extension Agents, *Land Grant Universities, *Program Development, *Research Needs, *Rural Development, Social Factors, Sociology

Community development is defined as an interdisciplinary social sciences profession with the major functions being the land-grant triumvirate of teaching, research, and extension. The type of curriculum and other training needed for producing community development professionals is outlined. Also, the type of interdisciplinary management system required for coordinating the research, teaching, and extension functions is explored. The creation of an interdisciplinary structure, in the form of a center or institute, to support interdisciplinary programs is suggested. The major objectives of the proposed interdisciplinary center or institute for community development include providing: (1) a unit for coordinating, planning, and programming community development extension, research, and teaching programs; (2) sufficient resources of personnel and programs to attract outside funding; (3) a unit for planning long-range policy, staffing patterns, etc.; (4) a unit which can provide a coherent and coordinated liaison with the other states and with the Regional Centers for Rural Development; (5) a unit for developing cooperative and coordinated programming with Federal, state, regional, and local agencies; and (6) a unit for planning and sponsoring training for graduate students, extension agents, and other agency personnel working in community development research and extension. (Author/PS)

ED 072 907 RC 006 799

Report of Illinois Migrant Council. Program Year 1971-1972.

Illinois Migrant Council, Chicago.

Pub Date 72

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Basic Education, *Agricultural Laborers, Child Development, *Employment Services, Housing, Legal Problems, Migrant Health Services, *Migrant Welfare Services, *Migrant Worker Projects, Migrant Youth, Needs, *State Legislation, Vocational Education

Identifiers—*Illinois

Programs for migrant and seasonal farmworkers sponsored by the Illinois Migrant Council are described in this annual report. Accomplishments during the program year 1971-72 are described in the areas of decentralization of the Illinois Migrant Council; legislation concerning migrants and seasonal farmworkers; legal services; institutional change in the Illinois Department of Public Aid, the Illinois State Employment Services, and the Illinois Department of Public Health; educational and occupational programs; child development, particularly the establishment of day care programs; cooperatives; and the development of a multiservice center to aid people settling out of the migrant stream. Unmet needs are summarized: health needs, including the need for a medical delivery system for migrant farmworkers; skill training needs; and youth program needs for teenage migrants. (PS)

ED 072 908 RC 006 802

Riddel, Frank Stephen

Related Aspects of the Social and Economic Problems, Cultural Tradition, and Educational System of Rural Appalachia: An Analysis Based on the Concept of Scale.

Pub Date 71

Note—345p.; Doctor Dissertation submitted to Ohio State University, Columbus, Ohio

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Behavioral Science Research, Cultural Pluralism, Curriculum Development, Doctoral Theses, Economic Disadvantagement, *Economic Factors, Educationally Disadvantaged, *Educational Needs, Human Resources, *Rural Areas, *Social Problems

Identifiers—*Central Appalachia

The purpose of this study was to develop a model which could be used to analyze the unique subculture of rural Appalachia and its relationship to both the educational problems and needs of the region. The model was intended to provide those responsible for determining the nature and direction of educational change in Appalachia with data vital to the eventual development of an educational system relevant to the region's rural areas. The model utilized in the study was based on the concept of scale, which is primarily concerned with the range and intensity of human interdependence and the relationship of these factors to the ability of a group or an individual to control their environment. Having utilized scale as a means of analyzing the relationships between the problems of regional development, the traditional subculture, and the educational system of rural Appalachia, the model was then employed as a means of determining the educational objectives which the rural schools must adopt as a set of guidelines if they are to develop a program which will satisfy the need for adequate human resources in the region. It was then possible to conclude the study by developing the broad outlines of an educational program for rural Appalachian schools aimed at achieving the objectives which were derived from the concept of scale. (Author/HBC)

ED 072 909 RC 006 804

Larson, Wayne L.

Discussion of Educational Plans with Teachers by Indian and Non-Indian High School Students and Type of Subject Taught by Teachers.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Report No—MAES-BULL-661

Pub Date Feb 72

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Aspiration, *American Indians, Disadvantaged Groups, English Education, Field Studies, *High School Students, Rural Schools, *Student Teacher Relationship, Tables (Data), *Teacher Influence, Units of Study (Subject Fields)

The principal objective of this research was to analyze the question of the kinds or types of teachers who have the most influence on students' aspirations and achievements. The study included a sample of students from 4 high schools in which Indian and non-Indian students were enrolled. A questionnaire was administered to and analyzed for 451 respondents. Students indicated that English more than non-English teachers had had a strong influence on their educational aspirations and expectations. Of all students who identified English teachers as persons with whom they had discussed their educational plans, 47% were Indian and 40% were non-Indian. The author concluded from this analysis that English teachers are more likely than other teachers to have discussed educational plans with students. It was further concluded that those Indian students who contacted English teachers appeared to be least academically oriented, or conversely, were more likely candidates for drop-out status. It was suggested that future research on this question should be undertaken with designs which separate the effects of teachers' characteristics from the effects of student-teacher interaction and the content of the subjects taught. (HBC)

ED 072 910 RC 006 805

National Growth: The Rural Component.

Department of Agriculture, Washington, D.C.

Pub Date 20 Oct 71

Note—42p.; Papers presented at the National Workshop on Rural Development, Lincoln, Nebraska, October 18-20, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Services, Cultural Opportunities, *Economic Development, *Government Role, Health Programs, Housing, Manpower Utilization, *Population Trends, Post Secondary Education, Program Development, Recreation, *Rural Areas, *Rural Development, State Federal Aid, Workshops

The National Workshop on Rural Development was sponsored by the U.S. Department of Agriculture (USDA), the American Association of Junior Colleges, and the American Vocational Association. The objectives were to help post-secondary schools find their role in rural development; to provide a forum for significant rural development issues; to develop a firmer liaison between USDA, the community colleges, and vocational educators; to further awaken government agencies and personnel to the potentials of education in rural development; and to identify priorities and courses of action. The following papers, which were presented at the workshop, were intended to play a key role in meeting the five objectives listed above: (1) "Why Rural Development"; (2) "Rural Development Is a Process"; (3) "Coalition for Rural America"; (4) "Population Trends, Patterns, Projections and Implementations"; (5) "Transportation and Communications for Social and Economic Development in Rural America"; (6) "Rural Housing and Public Service"; (7) "Education and Manpower Training"; (8) "Health, Recreation and Cultural Opportunities in Rural America"; and (9) "-Planning for Area Development--Roles of Federal, State and Local Government." (FF)

ED 072 911 RC 006 806

Ohlendorf, George W. Choo, Keng Kun

Residential Projections and Place of Residence of Selected Louisiana Rural Youth.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—LAES-RRP-S-81

Pub Date Feb 73

Note—11p.; Paper presented at the annual meeting of the Association of Southern Agricultural Workers, Atlanta, Georgia, February 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—High School Students, *Migration Patterns, Negroes, *Racial Differences, *Residential Patterns, *Rural Youth, Seniors, *Sex Differences, Statistical Analysis, Tables (Data)

Identifiers—*Louisiana

The purpose of this paper was to analyze the place of residence projections and attainments of selected Louisiana rural youth and to ascertain the nature of racial and sexual differences. More specifically, the objective was to replicate selected residential projections in a study of Texas rural youth and to extend the analysis to subsequent place of residence attainments. Data for this analysis were obtained from a panel of senior boys and girls in 20 Louisiana rural high schools in 1968 who were followed up personally or by mail in 1972. Statistically significant chi-square differences at the .01 level by race and sex were found for residential aspirations and expectations. These were due primarily to substantially greater proportions of Blacks desiring and expecting to live in large cities. Boys were more likely to desire and expect farm residence. Comparisons for strength of aspirations, certainty of expectations, and residential attainments were not statistically significant, except for female racial differences in certainty. It was apparent, however,

that the racial differences were greater than the sexual differences. Black females were the most certain of their expectations while white females were the least certain. In general, these findings replicated those of the Texas study. (Author/HBC)

ED 072 912 RC 006 809
New Careers in the Indian Health Program.
Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Report No—HSM-73-12-001
Pub Date Dec 70
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Career Opportunities, Dental Assistants, *Employment Opportunities, Environmental Technicians, *Health Occupations, Practical Nurses, Public Health, Technical Education, *Vocational Education
Identifiers—*Indian Health Service
The Indian Health Service program has enabled large numbers of American Indians to play a significant role in the design and delivery of health services to their communities. The Indian Health Service provides training programs in various health-related areas. These programs have provided many Indians their first opportunity for employment, while for others the programs have been the first step towards a life-long health career. This document is intended as a reference to a variety of opportunities for new careers which exist within one of the many agencies serving Indian communities. It lists 14 training programs in such areas as community health, dental health, nursing, environmental health, supervisory food service training, technician (laboratory, radiologic, and medical records), and social work associate. Given with each program listing are some general information, the program objectives, a brief description of the curriculum, the prerequisites for entrance, the recruitment procedures, and the persons to contact for further information about the program. The addresses for the Indian Health Service Area Offices are also given. (NQ)

ED 072 913 RC 006 811
Smith, James G. E. And Others
A Comprehensive Evaluation of OEO Community Action Programs on Six Selected American Indian Reservations. Report 4 - Final Report.
Human Sciences Research, Inc., McLean, Va.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.
Report No—HSR-RR-66-18-SM; OEO-935
Pub Date Sep 66
Note—399p.
Available from—U. S. Department of Commerce, National Technical Information Service, Springfield, Va. 22151 ($3.00 HC; $0.95 MFilm)
Document Not Available from EDRS.
Descriptors—*American Indians, *Community Action, Community Study, Cultural Background, Economically Disadvantaged, History, *Poverty Programs, *Program Evaluation, *Reservations (Indian), Social Services
Identifiers—CAP, *Community Action Programs, Office of Economic Opportunity
The impact of the Office of Economic Opportunity (OEO) Community Action Programs (CAP) on 6 selected American Indian reservations (Gila River and Papago, Arizona; Santa Clara Pueblo, New Mexico; Pine Ridge, South Dakota; Turtle Mountain, North Dakota, and White Earth Chippewa, Minnesota) are evaluated. After considering the development of Indian poverty and research approaches employed in evaluation of CAP structure and operations on the 6 reservations, each reservation is discussed in respect to relevant historical and cultural background, resources and people, and the arrival and impact of CAP. An analytical critique and a summation of significant findings follow, relating this material both to Indian poverty and to OEO responses. Recommendations derived from this total range of investigations and analyses conclude the report. These focus on the principal problem areas identified in the course of project research and field work, and include suggestions, both for action and further research, bearing on improvement of existing programs. A brief note suggesting an innovative approach to the development of economically self-sustaining reservations is added, together with a brief commentary on alternative roads for the Indian into the post-poverty society. A synthesis of findings, recommendations, and bibliography are included. (Author/FF)

ED 072 914 RC 006 812
Report to the Governor and the Legislature by the Nevada Indian Affairs Commission for the Period, 1 July 1968 thru 30 June 1972.
Nevada Indian Affairs Commission, Carson City.
Pub Date 72
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Civil Rights, Income, Policy, *Reservations (Indian), *State Programs, Statistical Data, Unemployment
Identifiers—*Nevada
The administration and activities of the American Indian Affairs Commission for the State of Nevada are covered in this fourth report, which also gives an accounting of funds for which the Commission is responsible. The report discusses problems in the following 5 areas: (1) national Indian policy; (2) jurisdiction of the Indian reservations; (3) public assistance for Nevada Indians; (4) population and income information; and (5) education and the Nevada Indian. Recommendations are made concerning Indian reservations, population and income, and education, including (1) that whatever degree of law and order authority over their reservations the individual tribes agree they can assume should be returned to them; (2) that tribal judges on Indian reservations be made justices of the peace in order that they may hear cases of non-Indians who are arrested for committing crimes on Indian land; (3) that the legislature initiate some controls for checks and balances to insure personal accountability of department heads and supervisors, especially in regard to equal employment opportunity; (4) that whenever an Indian tribe desires to be the agency to administer Johnson O'Malley Funds, the state contract directly with Indian Tribal Councils to administer such funds; and (5) that courses related to Indian culture and arts, Indian tribal law and government, and Indian history be added to the public school curriculum. (FF)

ED 072 915 RC 006 813
South Dakota Indian Bibliography.
South Dakota State Library Commission, Pierre.
Pub Date 72
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Art Products, *Bibliographies, Biographies, Chronicles, Culture, Fiction, Fine Arts, History, Language, Mysticism, Religion
Listed in this American Indian bibliography are 310 books and pamphlets dating from 1894 to 1971. Entries are arranged under the following headings: Art and Music, Bibliography, Culture, Fiction, Government Relations, History, Language, and Religion and Mythology. Also included is a list of publishers and addresses, containing 111 entries. (HBC)

SE

ED 072 916 SE 013 841
Steinberg, Samuel Harvey
An Investigation in Elementary Science Curriculum, Employing A Conceptual Schemes Approach.
Pub Date 71
Note—295p.; Ph.D. Dissertation, Syracuse University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-23,471, MF $4.00, Xerography $10.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Atomic Structure, Concept Teaching, *Conceptual Schemes, *Course Organization, *Curriculum Development, Doctoral Theses, Educational Research, *Elementary School Science, Instructional Materials, Physics
Identifiers—Research Reports
Reported is an experiment on instructional episodes organized around the planetary atomic model. The study involved 236 children of eight self-contained classes, four of which were reference classes in each of 3rd, 4th, 5th, and 6th grades. The purpose was to investigate the feasibility of presenting these activities within a cognitive hierarchy as early as the middle elementary grades. The two cognitive objectives were designated as factual-conceptual and inferential, each being further classified into the background category and the category pertaining to the model. The 48-item multiple-choice test used in pre- and post-measurements was at the middle-elementary reading level and subjected to jury validation. Regular non-science teachers conducted the experiment 30-45 minutes daily for a seven-week tenure after completion of a 12-hour training period. Statistical analyses showed the presence of satisfactory results. Further research was recommended for the determination of predictive indices for mental abilities and cognitive achievement, the development of various teacher training modes, study of implementation in schools with varying social-economic-ethnic patterns, and study of the feasibility of presenting other science conceptual schemes in elementary schools. (Diagrams may reproduce poorly). (CC)

ED 072 917 SE 013 855
Program Grants Fiscal Years 67-72.
National Science Foundation, Washington, D.C. Office of Intergovernmental Science Programs.
Pub Date Jan 72
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Directories, Federal Aid, *Financial Support, Foundation Programs, *Project Applications, *Research Directors, Research Opportunities, *Resource Materials, *Scientific Research
Identifiers—National Science Foundation, Office of Intergovernmental Science Programs
A total of 62 intergovernmental science programs sponsored by the National Science Foundation between 1967 and 1972 is listed in this report issued in January, 1972. Amendments are made for seven programs to extend activities. Included in the entries are the project titles, summaries, contract or grant numbers, amounts awarded, durations, and the names and addresses of the principal investigators. (CC)

ED 072 918 SE 013 856
Grant Reports, Office of Intergovernmental Science Programs, National Science Foundation.
National Science Foundation, Washington, D.C. Office of Intergovernmental Science Programs.
Pub Date Apr 72
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Federal Aid, *Financial Policy, Foundation Programs, *Organizations (Groups), Reports, Research Directors, *Science Programs, Scientific Enterprise, *Scientific Research, *Universities
A total of 85 intergovernmental science programs sponsored by the National Science Foundation between 1969 and 1972 is listed in this report issued in April, 1972. Included in the entries are the titles, grant numbers, National Technical Information Service (NTIS) accession numbers, and the names of states, principal investigators, and institutions. The addresses of institutes responsible for issuing related documents are provided. (CC)

ED 072 919 SE 014 131
Stronck, David R.
The Sociological Backgrounds of Scientifically Talented Secondary School Students Throughout the State of Texas.
Pub Date Apr 72
Note—23p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (45th, Chicago, Illinois, April 5, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Educational Research, Parental Background, Science Education, *Secondary School Science, Social Background, *Social Influences, *Student Characteristics, *Talented Students
Identifiers—Research Reports
A study on the relationship of sociological conditions to achievement scores is reported for secondary school students in Texas on the basis of the results obtained in the 1971 science contest of the University Interscholastic League. The instruments used were a questionnaire and three tests. The questionnaire included five sociological

conditions: the size of school enrollments, the population of the community, the student's selection of future employment goals, and the level of employment and the classification of occupation of the householder. Each test provided 50 questions in biology, chemistry, and physics. Students whose administrators returned questionnaires and scores were divided into the experimental, control, and regional groups as samples. Data analyses demonstrated that larger schools, larger communities, the early selection of careers in scientific fields, and some types of employment held by the householder favored better achievements on science tests. Recommendations were made on consolidation of small high schools. The necessity of sophistication in mathematics to achieve well on tests was also discussed. (CC)

ED 072 920 SE 014 150

Howell, John R., Ed.

Proceedings of the American Society for Engineering Education - Relations with Industry Annual Conference (24th, University of Houston, January 13, 1972).

American Society for Engineering Education, Washington, D.C.

Pub Date Jan 72

Note—112p.

Available from—American Society for Engineering Education, Suite 400, One Dupont Circle, Washington, D.C. 20036 ($2.00)

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Educational Problems, *Engineering Education, Higher Education, Management, *Professional Continuing Education, Professional Recognition, *School Industry Relationship, Technical Education

Reported are the proceedings of the Annual College-Industry Conference. A total of 28 papers is presented around the general theme: "-Problems in Engineering Education Today." The headings of six sessions are: Continuing Education, Engineering and Management Joint Programs, The Growing Spectrum of Technical Education, Academic Industrial Interface, Retraining Engineers, and New Trends in Technical Education. Emphases are placed on the following aspects: specified curriculum developments, performance measurement, educational program designing, effective educational organizations, professional recognition, minority professional personnel projects, design course contents, engineering educators profiles, internship in industry, and engineer employment and responsibilities. Included are illustrations for explanation purposes. (CC)

ED 072 921 SE 014 176

Tauber, Robert T. Fowler, H. Seymour

The Cassette Tape Recorder Means Versus Written and Symbolic Means of Providing Feedback of a Student's Performance on Secondary School Science Laboratory Exercises.

Pub Date Apr 72

Note—7p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (45th, Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Educational Research, Evaluation, *Feedback, *Instruction, *Performance Factors, Secondary School Science, Tape Recordings, *Teaching Methods

Identifiers—Research Reports

Reported is a study of the relationship between student's performance scores and teacher's means of providing evaluative feedback. The sample included 12 classes of 224 students from the tenth through the twelfth grades. The classes included the disciplines of biology, chemistry, and physics including regular, advanced, traditional, PSSC, and Chem-Study courses. The feedback groups on student's laboratory exercises were: a number or letter grade, a grade plus teacher's words as comments, a grade plus a minimum of one-half page of teacher's comments, and a grade plus three to eight minutes of teacher's cassette tape comments. Each of the classes received all four treatments. Data analyses indicated the absence of significant difference in performance. In analyses of each discipline, students in the Chem-Study course favored the tape means, while students in the physics courses were in favor of no-comment feedback. Further studies were recommended on the utilization study concerning the improvement of the use of tape recorders as a feedback treatment. (CC)

ED 072 922 SE 014 178

Thorsland, Martin N. Novak, Joseph D.

The Identification and Significance of Intuitive and Analytic Problem Solving Approaches Among College Physics Students.

Pub Date Apr 72

Note—15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (45th, Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, College Science, Educational Research, *Individual Characteristics, *Learning Theories, Physics, *Problem Solving, *Psychological Studies, Science Education, Student Characteristics

Identifiers—Research Reports

A study on individual differences in problem solving approach and their relationships to various learning-related parameters was conducted with a random sample of 25 subjects enrolled in an introductory physics course utilizing instruction through audio-tutorial methods. The subjects received interviews consisting of four problems in energy conservation and simple harmonic motion to secure their intuitive and analytic approach rating results. Verbal and mathematical scholastic aptitude test scores, achievement scores, weekly time-consumption records in learning, and weekly and total learning efficiency scores were used to determine their relationships to data on rating. Statistical analyses showed the possibility of categorizing individual's problem solving approach using the intuitive and analytic dimensions as a basis. The individual with high intuitive and analytic ratings (Hi I - Hi A) is at a significant advantage, while the individual with Hi A and low intuitive ratings has low learning efficiency. Further research was recommended on the interactive effects of the analytic and intuitive dimensions on various instructional techniques. The desirability of gearing instructional regimes to individual differences was preferable. (CC)

ED 072 923 SE 014 180

Aviation Education Services and Resources.

Federal Aviation Administration (DOT), Washington, D.C. Office of General Aviation.

Report No—GA-300-2

Pub Date May 72

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aviation Mechanics, *Aviation Technology, Educational Programs, *Educational Resources, *Films, Instructional Materials, *Resource Materials, *Science Education, Science Materials, Technical Education

A list of sources of information and material relating to aviation education is presented in this pamphlet issued in May, 1972. Following a brief description of the mission of the Federal Aviation Administration (FAA), reference materials mostly appropriate for school use are incorporated under the headings: Aviation Education Workshops, Careers in Aviation, Educational Films, Filmstrip Packages, and National Education Programs. Included in additional sources are an introductory description of an aviation-environment bibliography and a two-semester high school course outline in aeronautical science. Selected films produced between 1962 and 1971 are annotated and the availability of a teacher's guide is indicated for the film series entitled "History of Flight Series." The addresses of distribution units and FAA regional offices are also provided. (CC)

ED 072 924 SE 014 635

Netburn, Allan N.

A Comparison of the Effectiveness of Two Methods of Presenting Science Experiments to Children of the Fourth Grade in a Northeastern Suburb.

Pub Date 72

Note—110p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,679, MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Autoinstructional Methods, Comparative Analysis, Doctoral Theses, Educational Research, Elementary Grades, Elementary School Science, *Instruction, Science Activities, *Teaching Methods

Identifiers—Research Reports

The study describes the effectiveness of teaching as prescribed by the Conceptually Oriented Program in Elementary Science (COPES) program compared to an audio-tutorial approach at the fourth grade level. The experimental group covered the COPES content but with audio-tutorial materials prepared by the investigator. No significant differences were found between the achievement scores of the experimental subjects and control subjects. A significant difference existed between the amount of time spent by the two groups on the sequence of activities. Children in the experimental group took significantly less time to complete the activities. (PS)

ED 072 925 SE 014 850

DeVorkin, Howard

Source Testing for Particulate Matter.

Pub Date Apr 71

Note—8p.; Presented at the Conference on Methods in Air Pollution and Industrial Hygiene Studies (12th, U. of Southern California, April 6-8, 1971)

Available from—Microfiche Systems Corporation, 305 East 46th Street, New York, New York 10017 ($1.25)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Charts, Diagrams, Environment, *Matter, Measurement Techniques, *Testing, Wastes

Developed for presentation at the 12th Conference on Methods in Air Pollution and Industrial Hygiene Studies, University of Southern California, April, 1971, this outline covers procedures for the testing of particulate matter. These are: (1) basic requirements, (2) information required, (3) collection of samples, (4) processing of samples, (5) calculations, and (6) other collection trains. Three graphs and three diagrams are included. (BL)

ED 072 926 SE 014 851

Karels, Gale G.

Improved Sampling Method Reduces Isokinetic Sampling Errors.

Pub Date Apr 71

Note—11p.; Presented at the Conference on Methods in Air Pollution and Industrial Hygiene Studies (12th, U. of Southern California, April 6-8, 1971)

Available from—Microfiche Systems Corporation, 305 East 46th Street, New York, New York 10017 ($1.25)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Environment, Kinetics, *Matter, Measurement Techniques, *Methods, *Sampling, Tests

The particulate sampling system currently in use by the Bay Area Air Pollution Control District, San Francisco, California is described in this presentation for the 12th Conference on Methods in Air Pollution and Industrial Hygiene Studies, University of Southern California, April, 1971. The method represents a practical, inexpensive tool that can be used to gain increased accuracy in particulate source tests. (BL)

ED 072 927 SE 014 852

Nelson, William G.

Correction of Anisokinetic Sampling Errors.

Pub Date Apr 71

Note—10p.; Presented at the Conference on Methods in Air Pollution and Industrial Hygiene Studies (12th, U. of Southern California, April 6-8, 1971)

Available from—Microfiche Systems Corporation, 305 East 46th Street, New York, New York 10017 ($1.25)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Environment, *Error Patterns, Flow Charts, Kinetics, *Mathematical Applications, Methods, *Sampling, Statistical Analysis

Identifiers—*Gas Flow

Gas flow patterns at a sampling nozzle are described in this presentation for the 12th Conference on Methods in Air Pollution and Industrial Hygiene Studies, University of Southern California, April, 1971. Three situations for sampling velocity are illustrated and analyzed, where the flow upstream of a sampling probe is: (1) equal to free stream velocity (isokinetic

sampling), (2) greater than free stream velocity, and (3) less than free stream velocity. Vitols' method is examined in detail. (BL)

ED 072 928 SE 014 853

Brennan, Thomas

Evaluation of Visible Plumes.

Pub Date Apr 71

Note—4p.; Presented at the Conference on Methods in Air Pollution and Industrial Hygiene Studies (12th, U. of Southern California, April 6-8, 1971)

Available from—Microfiche Systems Corporation, 305 East 46th Street, New York, New York 10017 ($1.25)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Environment, Evaluation, *Matter, *Measurement Techniques, Methods, Sampling, *Tests, Wastes

Identifiers—Emissions, Ringelmann System

Developed for presentation at the 12th Conference on Methods in Air Pollution and Industrial Hygiene Studies, University of Southern California, April, 1971, this outline discusses plumes with contaminants that are visible to the naked eye. Information covers: (1) history of air pollution control regulations, (2) need for methods of evaluating visible plumes, (3) history of the Ringelmann system, (4) explanation of the Ringelmann Chart, (5) legal precedents, and (6) training methods. (BL)

ED 072 929 SE 014 854

McKee, Herbert C.

Measurement of Fugitive Dust Emissions and Visible Emissions.

Pub Date Apr 71

Note—15p.; Presented at the Conference on Methods in Air Pollution and Industrial Hygiene Studies (12th, U. of Southern California, April 6-8, 1971)

Available from—Microfiche Systems Corporation, 305 East 46th Street, New York, New York 10017 ($1.25)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Environment, *Matter, *Measurement Techniques, *Methods, Tests, Wastes

Identifiers—Emissions

The method of measuring fugitive dust emission utilized by the Texas Air Control Board is described in this presentation for the 12th Conference on Methods in Air Pollution and Industrial Hygiene Studies, University of Southern California, April, 1971. The measuring procedure, precautions, expected results, and legal acceptance of the method are reported. Four charts and a diagram are included. (BL)

ED 072 930 SE 014 855

Shannon, Larry J. And Others

Assessment of Small-Particle Emissions (Less Than 2 Micron).

Pub Date Apr 71

Note—21p.; Presented at the Conference on Methods in Air Pollution and Industrial Hygiene Studies (12th, U. of Southern California, April 6-8, 1971)

Available from—Microfiche Systems Corporation, 305 East 46th Street, New York, New York 10017 ($1.25)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Comparative Analysis, Environment, *Matter, Measurement Techniques, *Methods, Research, *Sampling, Wastes

Identifiers—Emissions

This paper is based on a particulate pollutant system study to delineate the deficiencies in knowledge regarding the nature and magnitude of particulate pollutant emissions from stationary sources. Presented at the 12th Conference on Methods in Air Pollution and Industrial Hygiene Studies, University of Southern California, April, 1971, it focuses upon an assessment of the applicability of standard sampling and particle sizing methods to the fine particle regime. Topics include: (1) information about total mass and fine particle emissions, (2) a discussion of sampling and particle size analysis techniques, and (3) conclusions reached during these studies. Two tables, three diagrams, and references are included. (BL)

ED 072 931 SE 014 856

Sothern, Ray D. And Others

A Technique for the Analysis of Auto Exhaust.

Pub Date Apr 71

Note—3p.; Presented at the Conference on Methods in Air Pollution and Industrial Hygiene Studies (12th, U. of Southern California, April 6-8, 1971)

Available from—Microfiche Systems Corporation, 305 East 46th Street, New York, New York 10017 ($1.25)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Electronic Data Processing, Environment, *Matter, Methods, *Motor Vehicles, *Techniques, Wastes

Developed for presentation at the 12th Conference on Methods in Air Pollution and Industrial Hygiene Studies, University of Southern California, April, 1971, this outline explains a technique for separating the complex mixture of hydrocarbons contained in automotive exhausts. A Golay column and subambient temperature programming technique are utilized. Digital electronic integrators were coupled to a customized computer which processed peak area data, identified compounds, and generated reports. (BL)

ED 072 932 SE 014 857

Mulik, J. D. And Others

An Analytical System Designed to Measure Multiple Malodorous Compounds Related to Kraft Mill Activities.

Pub Date Apr 71

Note—26p.; Presented at the Conference on Methods in Air Pollution and Industrial Hygiene Studies (12th, U. of Southern California, April 6-8, 1971)

Available from—Microfiche Systems Corporation, 305 East 46th Street, New York, New York 10017 ($1.25)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Chemical Analysis, *Chromatography, Environment, Matter, *Measurement Techniques, *Research, Wastes

Reported upon in this research study is the development of two automated chromatographs equipped with flame photometric detectors for the qualitative and quantitative analysis of both low- and high-molecular weight sulfur compounds in kraft mill effluents. In addition the study sought to determine the relationship between total gaseous sulfur and the individual sulfur compounds observed chromatographically. The report, together with tables and diagrams, was presented at the 12th Conference on Methods in Air Pollution and Industrial Hygiene Studies, University of Southern California, April, 1971. (BL)

ED 072 933 SE 014 858

Shaw, Manny

Plug-in Sensors for Air Pollution Monitoring.

Pub Date Apr 71

Note—8p.; Presented at the Conference on Methods in Air Pollution and Industrial Hygiene Studies (12th, U. of Southern California, April 6-8, 1971)

Available from—Microfiche Systems Corporation, 305 East 46th Street, New York, New York 10017 ($1.25)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Environment, *Equipment, Matter, *Measurement Instruments, Sensory Aids

Faristors, a type of plug-in sensors used in analyzing equipment, are described in this technical report presented at the 12th Conference on Methods in Air Pollution and Industrial Hygiene Studies, University of Southern California, April, 1971. Their principles of operation, interchangeability, and versatility for measuring air pollution at source and ambient levels are discussed. (BL)

ED 072 934 SE 014 938

Mason, John M. Craven, Gene F.

A Questionnaire Study Relative to Science Education Methods Courses in Teaching Science at the Elementary Level.

Pub Date [72]

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Research, *Elementary School Science, Methods Courses, *Preservice Education, Questionnaires, *Science Education, Science Teachers, Surveys, *Teacher Education, Teacher Education Curriculum

Identifiers—Research Reports

This study was conducted to secure information about various academic and organizational aspects of pre-service science methods courses for elementary school teachers. About 65 percent of all respondents to the questionnaire indicated a semester plan in existence as against 27 percent for a quarter system for preparing elementary teachers. Most colleges offered a course in Teaching Science in the Elementary School for one quarter or semester. Very few colleges offered such courses for more than two sequential terms. Many schools placed equal emphasis during science methods courses upon ways to teach science and upon the acquisition of scientific knowledge. Such courses were taken generally by prospective elementary school teachers during their junior or senior years. Most frequently the college of education controlled such courses but in some colleges it was controlled by division of science. Most science methods educators in colleges had participated in new science curriculum workshops or training sessions. These new curriculum projects had had a definite impact on the nature of the course in general and specifically on instructional procedures emphasizing the processes of science. (PS)

ED 072 935 SE 015 010

Hanson, Robert Keith

A Comparison of the Alternate Theories Formed by Students in the Classroom and Those Held by Student Teachers.

Pub Date 70

Note—133p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5115, MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Research, *Inquiry Training, Instruction, Science Education, Secondary School Science, *Student Teachers, *Teacher Characteristics

Identifiers—Research Reports

This exploratory study compared alternate theories made during inquiry lessons by students in the classroom and those held by student teachers. The rationale of the study is based on the author's belief that student teachers present data in such a manner that students are caused to form alternate theories. Such alternate theories are mostly unacceptable by student teachers and they find themselves uneasy in such situations. This results in a change in their teaching styles from inquiry-oriented teaching to other procedures. Video and audio recordings were prepared of actual microteaching sessions involving student teachers and high school students. The analysis of episodes revealed that student teachers could not handle alternate ideas or theories proposed by students. In such situations, student teachers were forced to deal with the theories in a manner which made the process of inquiry appear dogmatic to the student. (Author/PS)

ED 072 936 SE 015 025

Schiele, Paul Ellsworth, Jr.

The Development and Evaluation of a Model for Teaching Science in the Elementary School.

Pub Date 70

Note—356p.; Ph.D. Dissertation, United States International University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7884 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Course Evaluation, Curriculum, *Curriculum Development, Curriculum Planning, *Educational Research, *Elementary School Science, *Science Education

Identifiers—Research Reports

A model for teaching science in elementary school was developed and evaluated for its effectiveness. The model clarified the philosophical bases, the organizational structure, the curriculum content, and the type of activities to be performed in the classroom. The model was tested for grades one through six in eight schools. A syllogistic approach was used. The transcripts were analyzed to determine if the activities of the model were effective in developing the children's ability to work effectively with thought processes, and in guiding the children's thinking in formulating the generalizations desired. Some of the major conclusions were: (1) the children in-

dicated through their actions, questions and statements that they readily identified the different operations that they were performing, (2) the majority of children demonstrated a significant degree of understanding of the specific precepts and generalizations, (3) the children with different abilities could adapt the sequence of activities to their individual cognitive needs, and (4) the children seemed to have developed an ability of successive scanning and accepting a most tenable hypothesis. (Author/PS)

ED 072 937 SE 015 267
Buchanan, Aaron Dean
An Experimental Study of Relationships Between Mastery of a Superordinate Mathematical Task and Prior Experience with a Special Case.
Pub Date 71
Note—232p.; Ph.D. Dissertation, University of Washington
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-15,073 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, *Elementary School Mathematics, *Instruction, Learning Theories, *Mathematics Education, *Research, *Task Performance
The purpose of the study was to examine instructional sequences to determine how prior experience with subordinate tasks affected mastery of a superordinate task and to determine the overall efficiency of performance within a sequence. In Experiment I, 72 fifth graders were presented tasks in addition problems from a modulo-twelve system; in Experiment II, 120 sixth graders were to determine the number of elements in the union of two sets. Results showed that the amount of prior experiences with a special case was detrimental to the mastery of the superordinate task. (Author/DT)

ED 072 938 SE 015 279
Henry, Donald Earl
Attentional and Cardinal-Ordinal Factors in the Conservation of Number.
Pub Date 71
Note—71p.; Ph.D. Dissertation, University of Minnesota
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-14,413 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Cognitive Development, *Conservation (Concept), Doctoral Theses, *Elementary School Mathematics, *Learning Theories, Mathematics Education, *Number Concepts, *Research
The study attempted to trace the relationship between facility with cardinal-ordinal aspects of number; attention to dimensions of number, length, and density; and the presence and absence of number conservation. On the basis of performances on the standard test for number conservation, 25 nonconserving kindergarteners, 34 conserving kindergarteners, and 21 conserving third graders were chosen and cardinal-ordinal ability was assessed by a standardized version of Piaget's classic task. Attention was assessed by presenting three rows of poker chips so two could be chosen the same on the basis of number, length, or density. Results suggest that attentional and cardinal-ordinal abilities are related to the development of number conservation. (Author/DT)

ED 072 939 SE 015 280
King, Donald Thomas
An Instructional System for the Low-Achiever in Mathematics: A Formative Study.
Pub Date 72
Note—212p.; Ph.D. Dissertation, The University of Wisconsin
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-13,978 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Computer Oriented Programs, Curriculum, Doctoral Theses, *Instruction, *Low Achievers, Mathematics Education, Objectives, *Research, *Secondary School Mathematics
Identifiers—*Number Theory
The purpose was to suggest improvements in the effectiveness of a unit on number theory designed to promote greater achievement and more positive attitudes toward mathematics for low achieving ninth grade students. Six classes were used. Three additive treatments were used with the materials: mastery learning; mastery learning and flow charting; and mastery learning, flow charting, and computer access. Results showed that all treatment groups displayed an over-all more positive attitude toward mathematics than the control group and showed significantly superior performance. Among the treatment groups, the mastery learning and flow charting group scored significantly higher than the other two. (Author/DT)

ED 072 940 SE 015 283
Lucas, John Frank
An Exploratory Study of the Diagnostic Teaching of Heuristic Problem Solving Strategies in Calculus.
Pub Date 72
Note—548p.; Ph.D. Dissertation, The University of Wisconsin
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-15,368 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Calculus, *College Mathematics, Diagnostic Teaching, Doctoral Theses, *Instruction, Mathematics Education, *Problem Solving, *Research, Teaching Methods
The aims of the study were to explore the effects of teaching heuristics in a calculus course and to generate hypotheses about related changes in heuristic usage and problem solving performance. Thirty college students in two classes participated and a Solomon four-group research design was used. Students from one group in each class were interviewed individually and asked to solve word problems aloud, then an instructional program was given in which one class received heuristic-oriented instruction while the other class did not. A second diagnostic observation was held. Results indicate that heuristic subjects exhibited superior performance on approach, plan, and result; showed less difficulty in terms of hesitation and reading the problem; and exhibited slightly decreased solution time and markedly increased time in checking the results than the control group. (Author/DT)

ED 072 941 SE 015 285
Davies, Thomas Peter
An Evaluation of Computer-Assisted Instruction Using a Drill-and-Practice Program in Mathematics.
Pub Date 72
Note—135p.; Ph.D. Dissertation, United States International University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-18,627 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Doctoral Theses, *Elementary School Mathematics, *Instruction, Low Ability Students, Mathematics Education, *Research
The purpose of this study was to determine if students using computer-assisted instruction in the Strands mathematics program do significantly better than students not using the computer, and if there is a significant change in attitude toward self, mathematics, teacher, and machines on the part of students associated with the computer. Approximately 240 students from grades two through six were involved in the study and were generally in the low ability range. The Stanford Achievement test and a semantic differential were used. It was found that students using the computer performed significantly better in computational skills than those not using the computer. There was no shift in attitudes, either positive or negative, measured by the semantic differential that was significant. (Author/DT)

ED 072 942 SE 015 348
Drug Abuse Current Awareness System (DACAS), Volume 1 Number 7.
National Inst. of Mental Health, Rockville, Md. National Clearinghouse for Drug Abuse Information.
Pub Date 25 Sep 72
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographic Citations, *Bibliographies, *Drug Abuse, Drug Education, *Literature, Periodicals, Reference Materials
The Drug Abuse Current Awareness System (DACAS) is a comprehensive biweekly listing of citations of recent drug abuse literature, derived from scanning the major publications media in the area. This includes scientific and technical journals, popular magazines, underground newspapers, books, legal journals, and government project reports. Citations are categorized in 21 major subject areas: history, socio-cultural aspects, epidemiology, law and public policy, etiology, treatment and rehabilitation, psychology and psychological effects, public information, drug education, community action, information resources, pharmacology/chemistry/toxicology, behavioral and physiological effects, narcotics, stimulants, depressants, hallucinogens, cannabis and derivatives, volatile substances, other drugs of abuse, and literature. Items are entered alphabetically by author under each heading when they are available. A final section notes current conferences and seminars indicating name and location of the program, dates, and whom to contact for further information. (BL)

ED 072 943 SE 015 349
Drug Abuse Current Awareness System (DACAS), Volume 1 Number 8.
National Inst. of Mental Health, Rockville, Md. National Clearinghouse for Drug Abuse Information.
Pub Date 9 Oct 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographic Citations, *Bibliographies, *Drug Abuse, Drug Education, *Literature, Periodicals, Reference Materials
The Drug Abuse Current Awareness System (DACAS) is a comprehensive biweekly listing of citations of recent drug abuse literature, derived from scanning the major publications media in the area. This includes scientific and technical journals, popular magazines, underground newspapers, books, legal journals, and government project reports. Citations are categorized in 21 major subject areas: history, socio-cultural aspects, epidemiology, law and public policy, etiology, treatment education, community action, information resources, pharmacology/chemistry/toxicology, behavioral and physiological effects, narcotics, stimulants, depressants, hallucinogens, cannabis and derivatives, volatile substances, other drugs of abuse, and literature. Items are entered alphabetically by author under each heading when they are available. A final section notes current conferences and seminars indicating name and location of the program, dates, and whom to contact for further information. (BL)

ED 072 944 SE 015 373
Questioning, Individualized Teacher Preparation.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—95p.
Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960
Document Not Available from EDRS.
Descriptors—Curriculum Guides, *Individualized Instruction, *Inservice Teacher Education, *Questioning Techniques, Resource Materials, *Science Course Improvement Project, *Science Education
Identifiers—*Intermediate Science Curriculum Study
This publication was prepared by the Intermediate Science Curriculum Study (ISCS) for orienting inservice teachers for using individualized activity-centered science programs in their classrooms. The publication is designed to help teachers in training themselves to ask open-ended questions. Various questioning techniques are described along with examples of classroom situations. Helpful suggestions and activities are listed for teachers to perform. A self-evaluation check based on the teachers' views and techniques is provided in the last chapter. Correct answers to these evaluation items are included. The publication is prepared for individualized preparation at the teacher's own pace. (PS)

ED 072 945 SE 015 374
Individualizing Objective Testing, Individualized Teacher Preparation.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—95p.; Experimental Edition
Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960
Document Not Available from EDRS.
Descriptors—Curriculum Guides, *Evaluation, Evaluation Methods, *Objective Tests, Resource Materials, *Science Course Improvement Project, *Science Education, Teacher Education, *Test Construction
Identifiers—*Intermediate Science Curriculum Study
This publication is one of 14 modules prepared for pre- and in-service teachers to prepare themselves for teaching individualized and activity-centered Intermediate Science Curriculum Study materials. In this module, an attempt is made to make teachers aware of the main components of a good test. Various statements and activities are given in the first three chapters for teachers to do at their own pace. A self-evaluation follows these chapters with correct answers given at the end of the book. Special discussions are included in the second section of the book on clarifying meanings of different performance verbs that are commonly used in tests. Bibliographic information about the theory of evaluation, objectives, and centers of educational testing are given. (PS)

ED 072 946 SE 015 375
Test Item Pool, Level I, Unit 1, Individualized Teacher Preparation.
Florida State Univ., Tallahassee. Dept. of Science Education.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—35p.
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Descriptors—Behavioral Objectives, *Evaluation, *Individualized Instruction, *Performance Tests, Physical Sciences, Science Course Improvement Project, Science Education, Science Tests, *Secondary School Science, *Tests
Identifiers—*Intermediate Science Curriculum Study
Included are performance-based test items for students completing the Unit I, Level 1, Intermediate Science Curriculum Study (ISCS) materials. There are 25 specific performance objectives listed in the beginning which are later followed by several test items for each. Correct answers are given for each test question. Observation techniques are used frequently in recording the achievement of students. The publication is meant to be used with the ISCS module: Individualizing Objective Testing (SE 015 374). (PS)

ED 072 947 SE 015 376
Test Item Pool, Level II, Unit 1, Individualized Teacher Preparation.
Florida State Univ., Tallahassee. Dept. of Science Education.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—40p.
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Descriptors—Behavioral Objectives, *Evaluation, *Individualized Instruction, *Performance Tests, Physical Sciences, Science Course Improvement Project, Science Education, Science Tests, *Secondary School Science, *Tests
Identifiers—*Intermediate Science Curriculum Study
This publication provides examples of test items which can be used to test the performance of students after completing activities of Unit 1, Level II, in the Intermediate Science Curriculum Study (ISCS) materials. A total of 30 performance-based objectives are listed by several question items. Correct answers are provided. The publication is meant to be used with the ISCS module: Individualizing Objective Testing (SE 015 374). (PS)

ED 072 948 SE 015 377
Operationally Defining Work, Individualized Teacher Preparation.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—75p.
Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960
Document Not Available from EDRS.
Descriptors—Curriculum Guides, Individualized Instruction, *Instructional Materials, Physical Sciences, Resource Materials, Science Course Improvement Project, *Science Education, *Secondary School Science, *Teacher Education
Identifiers—*Intermediate Science Curriculum Study
This publication is one of 14 modules prepared for training pre- and in-service teachers to teach Intermediate Science Curriculum Study (ISCS) materials. The organization of this publication is centered around the first unit at level I discussing the broad physics concept of "work." Various activities are suggested for teachers. This self-instruction material was prepared to enable teachers to learn the techniques and activities for teaching "work" concepts at their own pace. A self-evaluation check is provided. Correct answers are included. (PS)

ED 072 949 SE 015 378
Measuring Electricity: Individualized Teacher Preparation.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—95p.
Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960
Document Not Available from EDRS.
Descriptors—*Curriculum Guides, *Individualized Instruction, Inservice Education, Instructional Materials, *Science Course Improvement Project, *Science Education, *Teacher Education
Identifiers—*Intermediate Science Curriculum Study
This publication is designed for pre- and in-service teachers to learn the philosophy and techniques of teaching employed in Intermediate Science Curriculum Study materials. The content of this book centers around the concept of electricity. A number of activities are suggested. The teachers can work on this at their own pace individually. A self-evaluation check is given to test the teacher's understanding of the concepts and methods included in the guide. (PS)

ED 072 950 SE 015 379
Heat and Particles, Individualized Teacher Preparation.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—50p.
Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960
Document Not Available from EDRS.
Descriptors—Curriculum Guides, *Individualized Instruction, Inservice Education, *Instructional Materials, Physical Sciences, *Science Course Improvement Project, *Science Education, *Secondary School Science, Teacher Orientation
Identifiers—*Intermediate Science Curriculum Study
This publication is intended to orient teachers in the philosophy and techniques of teaching Intermediate Science Curriculum Study (ISCS) materials. The concepts related to heat and particles are developed gradually using an activity-centered approach. The materials are self-instructional and no time limit is set for the completion of any activity. A self-evaluation check is given. Correct answers are also provided. (PS)

ED 072 951 SE 015 380
Why You're You, Teacher's Edition. Probing the Natural World/3.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.; National Science Foundation, Washington, D.C.
Pub Date 72
Note—135p.
Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960 (no price quoted)
Document Not Available from EDRS.
Descriptors—Biological Sciences, *Curriculum Guides, General Science, Genetics, *Instructional Materials, *Junior High School Students, *Science Course Improvement Project, Science Education, Secondary School Science, Teaching Guides
Identifiers—Intermediate Science Curriculum Study, ISCS
The teacher's edition for the Intermediate Science Curriculum Study Level III unit entitled "Why You're You" provides specific suggestions for teaching the seven chapters included in the unit. The unit deals primarily with the concepts of genetics and a brief discussion is included in the beginning about some of the basic ideas in this field. Specific chapters in the unit are "Red Eyes and Curly Wings;" "That's Using the Old Bean;" "Watch Your Peas and Q's;" "Bits of Information;" "Either Heads or Tails;" "Meet the Ninsect;" and "Problems, Problems, Problems." Some side activities are listed for each of these chapters under the title "Excursions" and detailed directions are given for teachers for each activity. Lists of equipment and precautions to observe are included wherever needed. (PS)

ED 072 952 SE 015 381
Environmental Science, Teacher's Edition. Probing the Natural World/3.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.; National Science Foundation, Washington, D.C.
Pub Date 72
Note—146p.
Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960 (no price quoted)
Document Not Available from EDRS.
Descriptors—Ecological Factors, *Environmental Education, Instructional Materials, *Junior High School Students, *Learning Activities, Science Education, *Teaching Guides, *Textbooks
Identifiers—*Intermediate Science Curriculum Study, ISCS
Air pollution, pesticides, water pollution, and population are the main topics treated in this teacher's guide, one in a series of Intermediate Science Curriculum Study (ISCS) materials. Part One of the book contains the student text with subject information, questions, and activities. Teacher notes in the margin indicate emphasis of the chapter, major points or concepts presented, questions to generate, activities to complete, procedures to follow, equipment needed, if any, and excursions or other experiences to supplement the reading material. Part Two develops the excursions keyed to each chapter and is designed with the same format as Part One. They are usually experiments or studies that can be completed in the classroom using other types of resource materials. Numerous pictures, line drawings, charts, and diagrams are placed throughout the text. (BL)

ED 072 953 SE 015 382
Investigating Variation, Teacher's Edition. Probing the Natural World/3.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.; National Science Foundation, Washington, D.C.
Pub Date 72
Note—93p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Curriculum Guides, *Instructional Materials, *Junior High School Students, Measurement, Physical Sciences, *Science Course Improvement Project, Science Education, Secondary School Science, *Teaching Guides
Identifiers—*Intermediate Science Curriculum Study, ISCS
The teacher's edition for the unit entitled "Investigating Variation" in Intermediate Science Curriculum Study Level III, provides numerous suggestions for teaching specific activities included in the unit. The unit is aimed at selected aspects of measurement and analysis. The chapters included are "The Road Ahead;" "Tallies and Tables;" "Home on the Range;" "How Do You Measure Up?;" and "Personalizing the Population." In addition, eight other topics are discussed under the title "Excursions" which are based on the chapters listed above and provide additional information about the concepts discussed. Detailed instructions are given in margins for all of these chapters and excursions. A list of equipment needed, precautionary remarks and other notes for preparation are included for each topic discussed. (PS)

ED 072 954 SE 015 383
In Orbit, Teacher's Edition. Probing the Natural World/3.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.; National Science Foundation, Washington, D.C.
Pub Date 72
Note—110p.
Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Curriculum Guides, *Instructional Materials, *Junior High School Students, Physical Sciences, *Science Course Improvement Project, *Science Education, Secondary School Science, Space, *Teaching Guides
Identifiers—*Intermediate Science Curriculum Study, ISCS
The teacher's edition for the Intermediate Science Curriculum Study Level III unit entitled "In Orbit" provides specific suggestions for particular chapters and background information for the whole unit. There are seven chapters in the unit which are entitled "The Message of Sunlight;" "Watts New?;" "Far-Out Sun;" "How Big is the Sun?;" "The Fiery Chariot;" and "On Your Own." The teacher's edition also includes suggestions on the twelve excursions based on the chapters for further understanding of concepts discussed. A list of equipment is given in the beginning for each topic discussed. Cautionary remarks are included wherever needed. (PS)

ED 072 955 SE 015 384
What's Up?, Teacher's Edition. Probing the Natural World/3.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.; National Science Foundation, Washington, D.C.
Pub Date 72
Note—143p.
Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Curriculum Guides, General Science, *Instructional Materials, *Junior High School Students, Physical Sciences, *Science Course Improvement Project, Science Education, Secondary School Science, Space, *Teaching Guides
Identifiers—*Intermediate Science Curriculum Study, ISCS
The teacher's edition for the Intermediate Science Curriculum Study Level III unit entitled "What's Up" provides specific information useful for teachers in teaching the unit. The unit deals primarily with concepts of space and space travel. A brief introduction is provided dealing with basic ideas of rocketry, lunar geology, and earth-moon-sun system. Detailed instruction for each chapter are provided in the margins. The chapters are entitled "Up, Up, and Away;" "What a Reaction!;" "How Much is Needed?;" "All Systems Are Go;" "Creating Craters;" "Peeks and Flows;" and "A Day on the Moon." There are nine separate sections called "Excursions" based on these chapters for additional understanding. Instructions for teachers are provided for each of the excursions. Lists of equipment needed and laboratory precautions are included at appropriate places. (PS)

ED 072 956 SE 015 385
Well-Being, Teacher's Edition. Probing the Natural World/3.
Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.; National Science Foundation, Washington, D.C.
Pub Date 72
Note—145p.
Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, N.J. 07960 (no price quoted)
Document Not Available from EDRS.
Descriptors—Biological Sciences, *Curriculum Guides, Human Body, *Instructional Materials, *Junior High School Students, *Science Course Improvement Project, Science Education, Secondary School Science, *Teaching Guides
Identifiers—*Intermediate Science Curriculum Study, ISCS
The teacher's edition for the Intermediate Science Curriculum Study Level III unit entitled "Well-Being" provides instructions for teachers. The main thrust of this unit is on examining some principles of human physiology and how these are affected by various substances. A brief introduction dealing with concepts of food, smoking, alcohol, and other drugs as related to human physiology is given in the beginning. Various chapters included in the unit are "Take It Off;" "Where There's Smoke, There's Fire;" "Chemicals and Your Body;" "You're Down Before You're Up;" "Wake Up and See Things;" and "Should it be Against the Law." Detailed instructions for teachers are provided for each chapter separately. In addition, instructions are included for eleven "excursion" activities which are based on each chapter in the unit. Specific instructions for equipment, preparation, and precautions are included at appropriate places. (PS)

ED 072 957 SE 015 386
Science Books, A Quarterly Review, Volume 8 Number 3.
American Association for the Advancement of Science, Washington, D.C.
Pub Date Dec 72
Note—97p.
Available from—AAAS Publications Department, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 ($10.00 annual subscription, $3.00 single copy)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Biological Sciences, Book Catalogs, *Booklists, Engineering Education, *Indexes (Locaters), Physical Sciences, *Reference Materials, *Resource Materials, Science Education
This quarterly publication is intended to acquaint students and teachers with new trade books, textbooks, and reference works in the pure and applied sciences. A listing of detailed subject fields is provided including psychology, sociology, economics, education, physical sciences, natural sciences, engineering, agriculture, geography and mathematics. Each book is reviewed by professionals in different fields and annotations are provided for each publication. An evaluation for its suitability and usage level are provided by reviewers. The listings are arranged in order of Dewey Decimal Classification. An index of titles is also included. (PS)

ED 072 958 SE 015 393
Horn, Jerry G.
A Validity Study of Environmental Management Concepts.
Pub Date 72
Note—25p.; Paper presented at the National Science Teachers Association Area Convention, St. Louis, Missouri, October 5-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Correlation, *Elementary School Teachers, *Environment, Environmental Education, *Fundamental Concepts, Measurement, Rating Scales, Statistical Analysis, *Validity
As an outgrowth of a previous study by Roth and others, "Environmental Management Concepts--A List," ED 045 376, this study attempts to determine if there is significant correlation in the taxonomic ranking of selected environmental management concepts as reported by Roth and the ranking of these concepts by teachers of students in grades K-8 for the purposes of validity. Participants in the study were 31 elementary and middle school teachers attending an environmental education workshop conducted at the University of South Dakota, Summer, 1971. Six concepts were selected from each major area: (1) Environmental Management, (2) Management Techniques, (3) Economics, (4) Environmental Ecology, (5) Natural Resources, (6) The Socio-Cultural Environment, and (7) Man and the Family. Within each category the concepts were ranked by the teachers from the one they considered most important for their students to the one least important. Analyses of data indicated there was some question as to whether the national panel (who originally ordered and weighted the concepts) and the teachers were in agreement as to which concepts were most important. Also, the teachers did not agree among themselves as to which concepts were most important. The questionnaire used to gather the data is appended. (BL)

ED 072 959 SE 015 412
Whitehorn, Norman C.
Marine Resources Capabilities in Texas. Directory of Personnel in Government Agencies.
Texas A and M Univ., College Station. Texas Engineering Experiment Station.
Pub Date Feb 72
Note—93p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (COM-72-10673 PC-$3.00 MF-$0.95)
Document Not Available from EDRS.
Descriptors—Agencies, Biochemistry, *Directories, Ecology, Fisheries, *Government (Administrative Body), Marine Biology, Ocean Engineering, *Oceanology, Personnel Data, *Qualifications, *Specialists
Identifiers—Texas
Compiled in this Directory are the names of 105 persons from 11 state and 12 federal agencies in Texas identified as personnel possessing expertise in marine related activities. The information, gathered from questionnaires, was voluntarily supplied by the respondents, as identified by the government agencies. Indexes are provided for cross-references to assist the user in locating not only the individual possessing the expertise, including (1) an alphabetical list by personal name and (2) a detailed personnel listing, but also the government agency of his employment, his specific marine resource specialty, and his specific expertise. Late respondents are listed separately. A list of the government agencies contacted and the questionnaire are appended. (BL)

ED 072 960 SE 015 413
Walton, L. Ellis, Jr. And Others
A Manual for Conducting Environmental Impact Studies.
Virginia Highway Research Council, Charlottesville.
Pub Date Jun 71
Note—39p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-210 222 PC-$4.00 MF-$0.95)
Document Not Available from EDRS.
Descriptors—Community Involvement, *Environmental Influences, Environmental Research, Evaluation, Interdisciplinary Approach, *Manuals, *Measurement, *Methods, *Road Construction, Values
This report presents methodologies for measuring the anticipated environmental impact of proposed highways at the conceptual, location, and design planning stages. An interdisciplinary team approach is recommended. The research emphasizes the systematic collection and evalua-

tion of data on various types of impacts, including those related to community facilities (churches, hospitals, and parks), relocation of people and business, employment, noise, air pollution and historic sites. Worksheets, utilizing monetary values and other suggested weights, are presented for evaluating the anticipated impact. The results of the weighting scheme are summarized for each type of impact in an environmental ratio worksheet. The report also provides a suggested list of key individuals and agencies (such as pastors, school principals, planning directors, and employment commissions) which should be interviewed and with whom possible impact results may be discussed. (Author/BL)

ED 072 961 SE 015 493

International Union for Conservation of Nature Bulletin (IUCN), Volume 3 Number 10.

International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Oct 72

Note—12p.

Journal Cit—IUCN Bulletin; v3 n10 Oct 72

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conference Reports, *Conservation Education, Environment, *Natural Resources, *Newsletters, Organizations (Groups), Speeches

Compiled in this newsletter are activities, viewpoints, reports, extracts from speeches, and book reviews by the International Union for Conservation of Nature and Natural Resources (IUCN). Principal items deal with the 11th General Assembly of the IUCN held September, 1972 in Banff, Alberta, Canada. A general summary of the meeting is reported as well as approval of amendments to the statutes, ratification of new member organizations, and consideration of a proposal for increased membership fees. Excerpts and extracts from keynote speeches are included: (1) the welcome by Honourable Jean Chretien, Minister of Indian Affairs and Northern Development, (2) "The Environmental Challenge to Man and Institutions" by Maurice Strong, Secretary-General of the UN Conference on the Human Environment, (3) address by Harold J. Coolidge, President, IUCN, and (4) address by D. J. Kuenen, President-Elect, IUCN. In addition, concurrent sessions of the 12th Technical Meeting, "Conservation for Development," are reviewed, members of the Executive Board and Commissions are listed, and reviews of seven books are offered. Resolutions from the conference in 23 major areas are printed as a supplement to the Bulletin. (BL)

ED 072 962 SE 015 637

The Federal Ocean Program.

Executive Office of the President, Washington, D.C.

Pub Date Apr 72

Note—131p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 4106-0033, $0.70)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Annual Reports, *Environment, Federal Government, Marine Biology, Natural Resources, Ocean Engineering, *Oceanology, *Program Descriptions, Technology, *Water Resources

Prepared in accordance with the Marine Resources and Engineering Development Act of 1966, this annual report reviews the nation's efforts to comprehend, conserve, and use the sea. Protecting and enhancing the marine environment together with developing and managing marine resources are emphasized. It includes: (1) a comprehensive description of the activities and accomplishments of all agencies and departments in the field of marine sciences during fiscal year 1971, (2) an evaluation of these activities, (3) recommendations for legislation, and (4) an estimate of the funding requirements of each agency and department for marine science activities for the succeeding fiscal year. Based on the major purposes of the Federal Marine Science Program, it summarizes the many facets of international cooperation and collaboration, national security, fishery development and sea food technology, transportation, development and conservation of the coastal zone, health, nonliving resources, oceanographic research, education, environmental observation and prediction, ocean exploration/mapping/charting and geodesy, general-purpose ocean engineering, and national data centers. Numerous charts and photographs are dispersed throughout the text, with statistical data and supplemental information provided in the appendix. (BL)

ED 072 963 SE 015 641

Science for Society Education Review, Volume 2 Number 4.

American Association for the Advancement of Science, Washington, D.C. Commission on Science Education.

Pub Date Dec 72

Note—8p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (no price quoted)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Development, Demography, *Educational Needs, Educational Programs, Environmental Education, *Population Education, *Program Descriptions

The scope and place of population education in our present educational system, together with current organized activities in this field, are summarized in this pamphlet. Population education is defined as the process by which the student investigates and explores the nature and meaning of population processes, population characteristics, the causes of population change, and most important, the consequences of these processes, characteristics, and changes for himself, his family, his society, and the world. The needs of population education are assessed as well as recommendations submitted by the Commission on Population and the American Future. In reviewing the activities and programs of population oriented groups, brief descriptions of their population education efforts are given for The Population Council; Population Reference Bureau; Population Education Project, Teachers College, Columbia University, New York; Population Curriculum Study, University of Delaware; Population Education Project, Indiana University; Center for Studies in Education and Development, Harvard University, Massachusetts; Center for Population and Environmental Education, University of North Carolina; and an ecology/population program at Weston (Massachusetts) High School. (BL)

ED 072 964 SE 015 642

Science Education News, December 1972: Trends in Science Education.

American Association for the Advancement of Science, Washington, D.C.

Pub Date 72

Note—8p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Colleges, *Curriculum Development, Environmental Education, Newsletters, *Resource Materials, *Science Activities, Science Education, *Science Teaching Centers, Social Studies, Unified Studies Programs

Eight topics relating to institution activities, project developments, and bibliography preparation are presented in this newsletter issued in December, 1972. A brief history, purposes, and functions are discussed for three centers: the Center for Unified Science Education at Ohio State University, the Environmental Education Center at Portland State University, and the Regional Center for Education in Science and Mathematics in Malaysia. Introductory descriptions are included for two colleges: the Metropolitan State College in Denver and the College of Environmental and Applied Sciences at Governors State University. Moreover, the lake restoration inventory of the Inland Lake Demonstration Project and the Science, Technology, and Society (STS) project among high schools in Maryland are introduced in connection with their sponsoring institutions and present and future developments. In the lake inventory article, an appeal is made for special assistance to gather information concerning nutrient enrichment and reservoir sedimentation. The remaining topic is related to a bibliography published as the third edition of "Science for Society." As an overall purpose, a broad view on the trends in science education is provided in this article. (CC)

ED 072 965 SE 015 645

Mercury and Air Pollution: A Bibliography With Abstracts.

Environmental Protection Agency, Research Triangle Park, N.C. Office of Air Programs.

Report No—AP-114

Pub Date Oct 72

Note—65p.

Available from—Environmental Protection Agency, Air Pollution Technical Information Center, Research Triangle Park, North Carolina 27711 (Free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Air Pollution Control, *Annotated Bibliographies, Chemistry, Environmental Influences, Indexes (Locaters), Reference Materials

Identifiers—*Mercury

The Air Pollution Technical Information Center (APTIC) of the Office of Air Programs has selected and compiled this bibliography of abstracts on mercury and air pollution. The abstracted documents are considered representative of available literature, although not all-inclusive. They are grouped into eleven categories: (1) Emission Sources, (2) Control Methods, (3) Measurement Methods, (4) Air Quality Measurement, (5) Atmospheric Interaction, (6) Basic Science and Technology, (7) Effects - Human Health, (8) Effects - Plants and Livestock, (9) Standards and Criteria, (10) Legal and Administrative, and (11) Social Aspects. Within each category they are arranged in ascending order by APTIC accession number, with higher numbers generally indicating later acquisitions. Subject and author indexes refer to the abstracts by category letter and accession number. More than 200 documents are reviewed. (BL)

ED 072 966 SE 015 646

Jostad, Karen

The Buried Town of Beaver.

Minnesota State Dept. of Natural Resources, St. Paul. Bureau of Information and Education.

Pub Date 72

Note—70p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Community Development, *Community Study, *Elementary Grades, *Environmental Education, History, Instructional Materials, *Resource Units, Social Studies, Unit Plan

Local history as source material for environmental education is uniquely portrayed in this resource kit. Utilizing a Winona County Historical Society publication, "The Beaver Story" and accompanied by a teacher's guide, "The Buried Town of Beaver," and other teaching aids, a case study of the area can be developed. Based on the reminiscences of people who were residents of the pioneer community, the story records the hardships and joys of a small, southern Minnesota town, Beaver, silted over and buried because of poor farming methods but leaving behind an intriguing record of its prosperous early years and final demise. The teacher's booklet supplements the story by providing not only insights into the details of daily life, but also conservation lessons. Behavioral objectives for the unit are suggested, together with activities to be conducted both in the field and classroom. Additional aids (photographs, charts, transparencies, data sheets) detail erosion and flooding problems, cemetery studies, and role-playing projects requiring the gathering of historical and social data. Environmental processes are emphasized throughout the unit. [Not available in hardcopy due to marginal legibility of original document.] (BL)

ED 072 967 SE 015 647

Lines, C. J. Bolwell, L. H.

Teaching Environmental Studies in the Primary and Middle School.

Pub Date 71

Note—80p.

Available from—Ginn and Company, 18 Bedford Row, London W.C.1, England

Document Not Available from EDRS.

Descriptors—Case Studies, *Curriculum Development, Elementary Schools, *Environmental Education, *Guides, Learning Processes, Program Development, Secondary Schools, *Teacher Orientation, *Teaching Methods

Although many teachers are convinced of the value of environmental studies, they often are not fully confident of their ability to plan and carry out a first-hand approach to learning. For this reason, the authors sought to investigate the problems inherent in this approach and to suggest remedies which are both practical and realistic. The book is divided into four sections. Section 1 deals with the nature of environmental studies, the role of the teacher, the scientific and creative aspects of the approach, and the contribution which children with informed opinions about their environment can make to its improvement and preservation. This section also pays attention to environmental studies in relation to immigrant children and children with particular learning difficulties, and its future in the primary and middle school curricula. Section 2 discusses the introduction of environmental studies into the school curriculum, assessing the value of different studies, the organization of a study, evaluation of children's progress, and "difficult" environments. Section 3 sets out a number of case studies carried out in schools. Section 4 suggests ways in which teachers can extend and develop their own knowledge and techniques. (BL)

ED 072 968 SE 015 673

[Science and Technology and Recycling: Instructional Materials on Aluminum.]

Aluminum Association, New York, N.Y.

Pub Date 72

Note—85p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Environmental Education, Filmstrips, Instructional Materials, Magnetic Tape Cassettes, *Metal Industry, *Recycling, *Secondary School Science, Teaching Guides, *Units of Study (Subject Fields), Waste Disposal

Identifiers—Aluminum

Educational materials on the manufacture and use of aluminum are assembled in this multimedia unit for use by junior high and secondary school students. Student booklets and brochures include: "The Story of Aluminum," "Uses of Aluminum," "Independent Study Guide for School Research Projects," "Questions and Answers About Litter, Solid Waste, and Recycling," and "The Solid Waste Crisis." Two color filmstrips with cassette tapes for audible narration are entitled "Challenge and Change, A Story of Science and Technology" and "Recycling: An Ecology Study." The first tells how science developed and how it is related to technology, using the modern metal aluminum to illustrate the concepts presented. The second shows how nature's own method of reusing resources is being updated to recycle solid wastes. Teacher's guides accompanying each filmstrip print both the picture frames and associated narrative together with suggestions for follow-up projects, a bibliography of related literature, and additional sources of information. Also included in the kit are two wall charts tracing the production of aluminum, a list of aluminum can recycling centers in the United States, and an annotated catalog of films and filmstrips about the manufacture and use of aluminum. (BL)

ED 072 969 SE 015 675

Qutub, Musa, Comp.

Environmental Reference Series, Earth and Environment Studies, Part I.

Mid-Continent Scientific, Chicago, Ill.

Pub Date 73

Note—91p.

Available from—Mid-Continent Scientific, 5616 N. St. Louis, Chicago, Illinois 60659

Document Not Available from EDRS.

Descriptors—Bibliographic Citations, *Bibliographies, *Earth Science, *Environment, Evolution, Natural Resources, Recycling, *Reference Materials, Wastes

Compiled in this reference work are bibliographic citations for books, articles, films, and organizations dealing with the earth and environmental studies. In addition to the above topics of a general nature, specific categories include food, natural resources, origin of life, recycling, and wastes. Items are indexed only by title but information about author, source, and date of publication is also noted. (BL)

ED 072 970 SE 015 676

Qutub, Musa, Comp.

Environmental Reference Series, Earth and Environmental Studies, Part II.

Mid-Continent Scientific, Chicago, Ill.

Pub Date 73

Note—58p.

Available from—Mid-Continent Scientific, 5616 N. St. Louis, Chicago, Illinois 60659

Document Not Available from EDRS.

Descriptors—Astronomy, Bibliographic Citations, *Bibliographies, *Earth Science, *Environment, Geology, Meteorology, Oceanology, *Reference Materials

Compiled in this reference work are bibliographic citations for books and articles dealing with the earth and environmental studies. Specific categories are geology, oceanography, meteorology, and astronomy. Items are indexed only by title but information about author, source, and date of publication is also noted. (BL)

ED 072 971 SE 015 677

Qutub, Musa, Comp.

Environmental Reference Series, National Ecology Centers.

Mid-Continent Scientific, Chicago, Ill.

Pub Date 73

Note—62p.

Available from—Mid-Continent Scientific, 5616 N. St. Louis, Chicago, Illinois 60659

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Directories, *Ecology, Environment, Indexes (Locaters), *Organizations (Groups), *Population Trends, Projects

Ecology centers in 47 states (excluding Alaska, Idaho, and Mississippi), the District of Columbia, and Canada are listed in this reference work. Catalogued by state, the entries indicate name of the project, organization, or center, leadership personnel, and address. An alphabetical listing of national organizations concerned with environmental problems supplements the above information. In addition, a bibliography of books and articles related to population is compiled. Items are indexed only by title but information about author, source, and date of publication is also noted. (BL)

ED 072 972 SE 015 678

Qutub, Musa, Comp.

Environmental Reference Series, Conservation and Wildlife.

Mid-Continent Scientific, Chicago, Ill.

Pub Date 73

Note—14p.

Available from—Mid-Continent Scientific, 5616 N. St. Louis, Chicago, Illinois 60659

Document Not Available from EDRS.

Descriptors—Bibliographic Citations, *Bibliographies, Conservation Education, *Earth Science, *Environment, Pesticides, Reference Materials, Wildlife Management

Compiled in this reference work are bibliographic citations for books and articles dealing with the environment and influences upon it. Specific categories are conservation and wildlife and pesticides. Items are indexed only by title but information about author, source, and date of publication is also noted. (BL)

ED 072 973 SE 015 679

Pascale, Pietro J.

A Behavior Modification Plan for Aiding Slow Learners in Arithmetic.

Pub Date [73]

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Arithmetic, *Behavior Change, *Elementary School Mathematics, Grade 5, *Instruction, Low Ability Students, *Low Achievers, Mathematics Education, *Motivation Techniques, Student Motivation

The development and implementation of a behavior modification plan based on token learning schemes is described for use in teaching basic computational skills to low ability, poorly motivated fifth graders. The token system with its reward schedule is outlined; reinforcing activities such as team games, quizzes, and drills are discussed. A brief case study typical of the group is presented. (Author/DT)

ED 072 974 SE 015 680

Johnson, Paul E.

Perceptual Structure of Scientific Knowledge. Final Report.

Minnesota Univ., Minneapolis.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.

Bureau No—BR-0-0067

Pub Date Sep 71

Grant—OEG-0-70-2650(508)

Note—134p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Cognitive Development, Colleges, Educational Research, *Perception, *Physics, Research Methodology, *Semantics, Task Analysis, Transformations (Mathematics)

Identifiers—Research Reports

The research contained in this report is directed at the problem of assessing structures of knowledge in science. Toward this end graduate as well as undergraduate students were asked to make judgments of the perceived similarity of expressions that mark or label concepts in the subject matter of physics. An apriori model of the structure of subject matter knowledge was used to generate task materials as well as interpret the judgment data. Evidence presented in the report lends suppport to the notion that mastery of a domain of knowledge can be indexed by procedures which might also reveal the state of a student's knowledge early in this educational experience. The adequacy of this approach to educational assessment (essentially through the medium of construct validity) should be tested by further research. Especially important, is research which reveals the role knowledge structure such as those identified in this report can play in problem solving behavior. (Author)

ED 072 975 SE 015 681

Davis, Robert B.

The Changing Curriculum: Mathematics.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 67

Note—88p.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($2.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum, *Instruction, Instructional Materials, *Mathematics Education, *Modern Mathematics, Teacher Education

In this 1967 booklet, influences of technology, the non-achiever and the culturally disadvantaged, and the revolt against formalism are discussed in relation to the modern mathematics curriculum. Some projects and school programs described include PLATO, the Nuffield Project, the Nova School Program, Advanced Placement Program, and teacher education programs. Materials (such as mirror cards, attribute blocks, and textbooks), methods (CAI, math labs, discovery learning), curriculum (new topics and courses, general math), and evaluation also are discussed. A bibliography is included. (DT)

ED 072 976 SE 015 694

Mastie, Marjorie M., Ed. Johnson, George H., Ed.

National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 72

Grant—OEG-0-9-080771-2468

Note—53p.

Available from—National Assessment Office, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00, quantity discounts)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, *Behavior Standards, Educational Innovation, *Educational Objectives, Educational Responsibility, Educational Status Comparison, Organization, *Science Education, *Scientific Enterprise, *Scientific Literacy

The 1970 revised science objectives are presented in this booklet along with a summary of the history and goals of the National Assessment of Educational Progress. Procedures used in reviewing and revising the 1965 version are described in detail. The National Assessment Science objectives are divided into three primary statements describing the behaviors expected to

be observable in individuals as they move toward the attainment of scientific literacy: (1) Know the fundamental aspects of science; (2) Understand and apply the fundamental aspects of science in a wide range of problem situations; and (3) Appreciate the knowledge and processes of science, the consequences and limitations of science, and the personal and social relevance of science and technology in our society. Each primary objective is divided into subobjectives that deal with the fundamental aspects of science. Each subobjective is further defined with descriptions of related behaviors which are assessed by age levels. Lists of participants in mail reviews and members of panels are appended. (Author/CC)

ED 072 977 SE 015 695
Alexander, Daniel E.
Development of a Self-Instructional Course in Engineering Statics. Final Report.
Washington Univ., Seattle.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-J-042
Pub Date Aug 72
Contract—OEC-X-71-0042(057)
Note—165p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Autoinstructional Programs, *College Science, *Course Descriptions, Curriculum Development, Engineering, *Engineering Education, *Instruction, Instructional Materials, Program Descriptions
Reported is the development of a self-instructional course in engineering statics designed for engineering students that has been implemented in several institutions. There are 15 unit modules in the course divided into three different levels. Each unit begins with a description of general objectives. The unit is then divided into several subunits each of which has terminal objectives. A self-assessment test is given after finishing each subunit. After the completion of all subunits in a unit, an achievement test is given to assess the student's grasp of the material in the complete unit. Only pass/fail grades were given on the achievement test. Final letter grades were given on the basis of the number of units covered by each student. The course is aimed at enabling students to learn at their own pace. The 15 units included in the course were Fundamentals, Equilibrium Diagrams, Equilibrium Analysis, Components Superposition Cantilever Beams, Vector Algebra, Friction, Engineering Frames, Non-Coplaner Systems, Equivalent Systems, Trusses, Properties of Surfaces, Energy Methods, Hydrostatics, Beam Diagrams, and Slide Rule. Evaluation of the course was favorable. A description of most units is included in the report. (PS)

ED 072 978 SE 015 696
Blosser, Patricia E.
The Development of the Skill of Questioning in Prospective Secondary School Science Teachers: An Extension. Final Report.
Ohio State Univ., Columbus.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-2-E-010
Pub Date Dec 72
Grant—OEG-5-72-0043(509)
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Communication, Educational Research, *Preservice Education, *Questioning Techniques, Science Education, Teacher Education, *Teaching Methods, Teaching Styles, *Verbal Communication
Identifiers—Research Reports
The major problem investigated was to assess the effectiveness of an instructional procedure designed to develop skill in questioning, as a teaching technique, by prospective science teachers. Subproblems investigated were to determine: (1) if skill developed during this instructional sequence would transfer to the student teaching experience; and (2) possible relationships of selected personality factors to the development of questioning skills. The study extended over three quarters. Student teachers were given the Otis Quick-Scoring Mental Ability Test, Gamma Test, Form Em, to measure intelligence; the Myers-Briggs Type Indicator, Form E, to measure personality type; and the Educational Set Scale by Siegel and Siegel, to measure educational set. The 42 individuals involved in the study appeared representative of the population of pre-service secondary school science teachers enrolled at The Ohio State University. Questioning appeared to be a skill that could be developed, through instruction and practice, by these individuals. The development of questioning skill did not appear to be limited by intelligence, sex, personality type, or educational set, insofar as this sample was concerned. (Author)

ED 072 979 SE 015 798
Shumway, Richard J.
Negative Instances and the Acquisition of the Mathematical Concepts of Commutativity and Associativity. Final Report.
Ohio State Univ., Columbus. Research Foundation.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-E-021
Pub Date Jun 72
Grant—OEG-5-71-0025(509)
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Teaching, *Instruction, Learning, *Learning Theories, Logic, *Mathematics Education, Number Concepts, *Research, Secondary School Mathematics
The role of negative instances in the acquisition of the mathematical concepts of commutativity and associativity of a binary operation was examined. Two levels of instruction (positive instances, and positive and negative instances) for commutativity and for associativity were crossed to form a 2 x 2 factorial design with 16 ninth grade subjects per cell. Criterion variables were number of correct responses, stimulus interval, and postfeedback interval during treatments and/or posttests. The results appeared to favor the treatments containing both positive and negative instances and supported the hypotheses that the effect of negative instances transferred from one concept to another. (Author/DT)

ED 072 980 SE 015 827
Wyks, Hollis W. Austin, Robert J.
Understanding Math - Part I.
Marie H. Katzenbach School for the Deaf, West Trenton, N.J.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Pub Date Sep 71
Note—165p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Algorithms, Arithmetic, *Deaf Education, *Instructional Materials, Mathematics Education, Number Concepts, *Remedial Arithmetic, *Secondary School Mathematics, Special Education, Whole Numbers
This is the first workbook-text in a two-part series written for deaf students. It is remedial in nature, aimed at the secondary level, and covers addition, subtraction, multiplication, and division of whole numbers. The use of the number 10 in explaining the concepts presented is stressed throughout. For the second workbook, see SE 015 828, and for the teacher's guide, see SE 015 829. (DT)

ED 072 981 SE 015 828
Wyks, Hollis W. Austin, Robert J.
Understanding Math - Part II.
Marie H. Katzenbach School for the Deaf, West Trenton, N.J.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Pub Date Jan 72
Note—180p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Deaf Education, Geometric Concepts, *Instructional Materials, Mathematics Education, Measurement, Number Concepts, *Rational Numbers, *Remedial Arithmetic, *Secondary School Mathematics, Special Education
This is the second remedial workbook-text in a two-part series written for deaf students at the secondary level. It covers fractions, geometry formulas, decimals and percents, and time. For the first workbook, see SE 015 827, and for the teacher's guide, see SE 015 829. (DT)

ED 072 982 SE 015 829
Wyks, Hollis W. Austin, Robert J.
Understanding Math - Teachers Guide.
Marie H. Katzenbach School for the Deaf, West Trenton, N.J.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Pub Date Jan 72
Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Deaf Education, Instruction, *Instructional Materials, Mathematics Education, *Remedial Arithmetic, *Secondary School Mathematics, Special Education, *Teaching Guides
The teacher's guide for the remedial text-workbook "Understanding Math" discusses instruction of the deaf student. An answer key for workbooks 1 and 2, a section with masters for transparencies to be used for games and activities and for teaching fractions, and two patterns for making geometric solids are included in the guide. For workbooks 1 and 2, see SE 015 827 and SE 015 828. (DT)

SO

ED 072 983 SO 002 537
The Concept of Culture. An Introductory Resource Unit in World Cultures.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.
Pub Date 69
Note—55p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, *Anthropology, *Concept Teaching, Cross Cultural Studies, Cultural Differences, *Cultural Factors, Cultural Pluralism, Cultural Traits, *Culture, Generalization, Inductive Methods, Resource Units, Secondary Grades, *Social Sciences, Social Studies
Intended primarily as an introduction to a world cultures course for secondary grades, this resource unit provides insights into social studies in general and world cultures in particular. Objectives are twofold -- to provide teachers with: 1) a clear but scholarly definition of culture, and 2) a sequence of suggested learning activities which focus on discovery and usage of anthropological generalizations employing an inductive approach. Concepts dealt with include trans-generational learning, cultural differences and similarities, cultural traits, cross cultural perspectives, acculturation, and cultural pluralism. Content is provided on the nature and evaluation of culture, cultural change, cultural areas and cultural problems. Each of the five sections offers a list of generalizations, a content outline which incorporates the generalizations, and learning activities which include a purpose, an overview of activities, and procedures. A bibliography of books, journals, and audio-visual materials, and a supplement of suggestions by teachers who used the unit in a trial effort are provided. (SJM)

ED 072 984 SO 004 503
Pulliam, William E.
The Status of World History Instruction in American Secondary Schools.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 72
Note—89p.; Interpretive Series No. 5
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographic Citations, Course Objectives, Course Organization, *Curriculum Research, Educational Resources, *Educational Status Comparison, Educational Strategies, *Educational Trends, *History Instruction, Professional Training, Secondary Education, Social Studies, Surveys, *World History
This study is an assessment of the current status of world history instruction in American secondary schools and an attempt to detect trends in the teaching of this subject. The report is divided into the following sections: 1) Introduc-

tion; 2) Historical Development of the World History Course; 3) Criticisms of the World History Course; 4) External Organization; 5) Objectives; 6) Internal Organization; 7) Teaching Strategies; 8) Materials; and 9) Teacher Preparation. Citations from related research support the textual material in each section and graphic illustrations serve to clarify and summarize the findings of the study. (Author/SHM)

ED 072 985 SO 004 799
Instructional Objectives Exchange. Anthropology. Grades 4-6.
Instructional Objectives Exchange, Los Angeles, Calif.
Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.; National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Comprehensive and Vocational Education Research.
Pub Date 71
Note—150p.
Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 ($8.00)
Document Not Available from EDRS.
Descriptors—*Anthropology, *Behavioral Objectives, *Cognitive Objectives, *Cultural Awareness, Elementary Education, Evolution, Genetics, Grade 4, Grade 5, Grade 6, Physiology, Race
This collection contains 42 objectives with six related evaluation items for each objective. An effort was made to present these objectives at a level and in an organization easily adaptable to the elementary curriculum. The major goals of the collection are: 1) to present elementary students with a different way of looking at man and his environment; 2) to give them an initial exposure to some basic ideas and viewpoints of anthropological theories and problems; and, 3) to simplify the presentation of these new viewpoints in relation to the grade levels. The material is organized according to the following sections: Man as a Unique Animal; Fossil Man and Prehistory; The Record of Culture; The Nature of Culture; Genetics, Evolution and Race. Three elements are included for each objective: 1) the objective, 2) six evaluation items and, 3) the answers or criteria for judging the adequate of student responses. The objectives are stated in operational terms. An appendix contains three additional enrichment objectives. (FDI)

ED 072 986 SO 005 039
Toms, John
Survey of American and British Solo Voice Literature.
San Francisco State Coll., Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date 65
Note—171p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Art Song, Catalogs, Grade 10, Grade 11, Grade 12, *Music Education, *Vocal Music
This catalog of 343 songs for high school vocalists is the result of a survey of American and British solo literature. It was motivated by a desire to bring fine songs to the attention of high school teachers to supplement a repertory often limited to familiar but over-used songs, current and standard show tunes, and operatic arias that are both vocally and musically taxing. Chosen first for musical quality, and second, for being within the technical capacity of young musicians, the list was compiled after examining approximately 2,000 songs selected from catalogs of 19 publishers. Other information given for each song is: 1) editor and/or arranger; 2) publisher; 3) key in which the song is written (with additional keys listed); 4) range and tessitura; 5) whether the song is best suited for men or women; 6) degree of difficulty (for both vocalist and accompanist); and, 7) evaluation of music and text. Two lines of each song are shown. (Author/OPH)

ED 072 987 SO 005 083
The Factors Affecting the Structural Growth of a City. Second Annual Report. Project Canada West.
Western Curriculum Project on Canada Studies, Edmonton (Alberta).
Pub Date Jul 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, Community Characteristics, Curriculum Design, *Curriculum Development, Curriculum Planning, Elementary Grades, Geographic Regions, Geography, Inquiry Training, Interdisciplinary Approach, *Physical Geography, Secondary Grades, Social Studies, Urban Areas, *Urbanization, *Urban Studies
Identifiers—Canada, *Project Canada West
Urban Geography was selected as the discipline for studying the physical structure of a city, as reported in ED 066 350. This second progress report presents a resume of the activities of the team and reflects upon the processes involved in curriculum building and instructional planning: 1) clarifying the nature of students involved, 2) finding effective materials, 3) determining appropriate teaching methods, and 4) choosing the evaluation instruments needed. It is emphasized that learning levels and processes of students be considered in developing materials; any materials should be available throughout Canada at little or no cost; students should be involved; field experiences offer the best learning base and audiovisual materials must be provided when direct experience is not feasible. Materials being developed are in sections, built upon one another, yet usable individually. Section I, The City and Region, and Section II, The City As a Structural Unit, are intended to provide the conceptual base and skills necessary for the systematic study of factors affecting the growth of a city, which will be presented in Section III. A teacher's guide, audiovisual materials, and student resource booklets are described. Refinement of the first two sections and solidification of Section II will receive the greatest amount of attention this coming year. (JMB)

ED 072 988 SO 005 085
Urbanization as Seen Through Canadian Writings. Project Canada West.
Western Curriculum Project on Canada Studies, Edmonton (Alberta).
Pub Date Jun 72
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Interdisciplinary Approach, Literary Analysis, *Literature, Projects, Secondary Grades, Social Problems, Social Studies, Urban Environment, *Urbanization, *Urban Studies
Identifiers—Canada, Canadian Literature, *Project Canada West
This progress report of the curriculum development project aimed at the study of Canada's urban areas through examination of Canadian writings covers the project's first two years. The initial proposal and early planning is reported in ED 055 010. The primary difficulties, after the formation of the team, entailed acquiring release time, arranging a compatible schedule, coping with the demands of extra curricular assignments, finding workspace, and obtaining secretarial assistance and personnel willing to gather and annotate material. Valuable assistance was given by the professors and students in the University of Saskatchewan College of Education. A major factor contributing to the support received was the effort made on the part of the developers to present their project plans before groups of teachers and planners and to develop a set of transparencies for use by other Project Canada West teams. Two primary focuses emerged from the materials gathered: the physical aspect (the city itself, its structure, its form, its rigidity), and the human aspect (showing how man--who is changing, developing, and fluid--responds to the urban environment. Discussion of how best to utilize and evaluate the materials led the team to submit a proposal to the Board requesting that a special social studies class be offered in which the material could be used and student responses be measured. The proposal was approved and year III will be devoted to in-class curriculum development. (JMB)

ED 072 989 SO 005 086
The Canurgo Report (Canadian Urban Government). Project Canada West.
Western Curriculum Project on Canada Studies, Edmonton (Alberta).
Pub Date [72]
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—City Government, Civics, Classroom Games, *Community Study, *Curriculum Development, Educational Games, Political Science, *Political Socialization, Projects, Resource Guides, Secondary Grades, Social Studies, *Urban Studies
Identifiers—Canada, *Project Canada West
The curriculum project undertaken by the Nanaimo District teachers proposed to develop a study of the socio-political processes in a Canadian urban government, using their own city as a model (ED 055 013). This progress report stresses that the nature of the development process has been based on 1) need, 2) structure, 3) content, 4) materials development, and 5) evaluation. Described first is the Canurgo Simulation game, which can be developed at three levels and which involves students taking on the roles (up to 30) of various community figures. The urban area is composed of the city proper and three politically independent suburbs with a varying tax base and socio-economic level. A Sourcebook in Canadian Urban Government is arranged by sections to deal progressively with a topic and can also be utilized as an auxiliary part of the game. Partial listing of contents is provided. The Young Politicians Handbook, designed in cartoon format, is a serious approach to preparation for holding public office and is suitable for slow and average learners. Providing for a discussion approach, it requires teacher preparation in leading seminars. Field testing for the two publications is planned for 1973. Appended is an evaluation sheet used in a January, 1972, workshop which studied curriculum materials being developed by the Project Canada West teams. (JMB)

ED 072 990 SO 005 087
Project Five to Nine. Project Canada West.
Western Curriculum Project on Canada Studies, Edmonton (Alberta).
Pub Date May 72
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Study, Curriculum Design, *Curriculum Development, Elementary Grades, *Inquiry Training, Interdisciplinary Approach, Projects, Self Concept, Self Esteem, Socialization, *Social Studies, *Urban Studies
Identifiers—Canada, *Project Canada West
The Powell River Project proposed to design a curriculum with the Canadian urban environment as a major focus, using elementary teachers as developers (ED 055 018). This progress report contains individual summaries from seven elementary teachers, outlining the process of determining the children's knowledge of self and of the world around them. Emphasis throughout the reviews is on the inventories developed regarding the children's understanding about their environment, occupations, media influences, local government, cultures, transportation, resources, geographic concepts, etc. Teacher attitudes reflect appreciation for extensive board and community support, reaffirm the need for release time for curriculum development, support the view that teachers rather than a non-teaching specialist, should develop curriculum, and indicate satisfaction with the progress of the program. An interim list of inventories is appended, indicating the topic, grade level questioned, and the teachers involved. A sample topic: "What Do Children Think They Learn From Television, Radio, and Newspapers?" The collection of inventories completed represents an adequate basis for a teacher's resource book on primary urban studies. It is felt that counsel from a publisher would be appropriate at this time. (JMB)

ED 072 991 SO 005 163
Korsching, Peter F. *Burdge, Rabel J.*
Value Dimensions Versus Social Indicators as Predictors of Individual Modernity.
Pub Date 72
Note—24p.; Paper presented at the annual meeting of The Rural Sociological Society (Baton Rouge, Louisiana, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Area Studies, Cultural Traits, *Models, Research Projects, *Social Factors, Social Influences, Social Psychology, Social Values, *Sociology, *Values
Identifiers—*Modernity
This investigation is an empirical attempt to locate variables which best predict individual modernity and to explicate causal relationships. The dimensions chosen for analysis are defined by several relevant models in past research. The

independent variables include two personal characteristics (age and sex); five structural variables (residence, SES, organizational participation, religion, and exposure to the mass media of communications); and four social psychological variables (identification with community, individualism, familism, and fatalism). The dependent variable is individual modernity. An area in eastern Kentucky, a traditional society in the process of modernization, is chosen as a source for data. A research model is designed, analyzed, and revised. The authors suggest that the variables shown in the revised model may provide a good empirical base for theoretical formation. (Author/SHM)

ED 072 992 SO 005 240
DuVall, Charles R. And Others
A Study of Teacher Opinions Concerning Selected Free Filmstrips Provided by the American Iron and Steel Institute to Schools Throughout the United States.
American Iron and Steel Inst., Washington, D.C.; Indiana Univ., South Bend. School of Education.
Pub Date Aug 72
Note—133p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Audiovisual Aids, Educational Research, Educational Resources, *Evaluation, Filmstrips, Surveys, *Teacher Attitudes
Identifiers—*Free Materials
This study analyzed teacher assessment of several factors related to selected filmstrips provided to teachers by the American Iron and Steel Institute. Main concerns of the study related to applicability of the filmstrip to instructional programs, assessment of accuracy of information contained, effectiveness of content, effectiveness of explanation of difficult concepts, assessment of value of content of pictures, comparison with commercially produced filmstrips, and comments concerning materials. A normative survey was conducted using a questionnaire instrument sent to 1200 randomly selected teachers who had previously received one of three filmstrips from the institute. Findings show that of the total responses received, consisting of a seventy-four per cent return of the questionnaires, over two-thirds of the respondents rated the materials as good or outstanding in regard to curricular acceptability; determined the information to be accurate; evaluated classroom use effectiveness of filmstrips as good or outstanding; determined that the films presented difficult concepts effectively; rated the visual content highly; evaluated industry's attitude as unobtrusive; and considered the filmstrips comparable to commercial materials. The study concludes that since the overall attitude toward the filmstrips were highly favorable, industry should continue to sponsor such educational materials. (SJM)

ED 072 993 SO 005 277
Administrator's Handbook for Art Education.
South Carolina State Dept. of Education, Columbia. Curriculum Development Section.
Pub Date 72
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Guides, *Art Education, *Curriculum Development, Educational Equipment, Educational Facilities, Elementary Education, Program Costs, Program Guides, Secondary Education
This handbook describes the nature and content of art education and includes some suggested possibilities for implementing art programs. It is directed to principals, directors of instruction, superintendents, and boards of education, and is intended to help school districts improve, expand, and develop an art curriculum that is suitable to each district's needs, interests and capacities. There are five major headings: 1) Administration of the Art Education Program; 2) Elementary Art Program; 3) The Middle and Junior High School Art Program; 4) The Secondary Art Program; and 5) Finance and Operations. The philosophy and requirements of quality art programs presented in this handbook are consistent with those established by the National Art Education Association. (FDI)

ED 072 994 SO 005 279
Oswald, James M.
Exemplars and Proposals for Social Studies Research.
Pub Date 21 Nov 72
Note—16p.; Paper presented at the annual meeting of the National Council for Social Studies (52nd, Boston, November 21, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication Problems, Course Descriptions, *Educational Research, Evaluation Needs, *Models, *Research Needs, *Research Opportunities, Research Problems, *Social Studies
This paper is a comment on the need for review and reanalysis of the accumulated research in social studies as a guide to future efforts to design useful and desirable social studies curricula. Several alternative models for social studies educators are noted. These serve as guides to possible directions for research. The problems of communication of research findings is explored and the author suggests strategies for improving the quality of social studies research and for unifying research efforts. Appendices are included which describe a course entitled "Research in the Teaching of Social Studies" taught by Dr. Oswald at Syracuse University. (SHM)

ED 072 995 SO 005 280
Thornton, Russell G.
The Adaptation of Children to the Organizational Context of the School: The Development of a Proposed Sociological Inquiry. Final Report.
Pennsylvania Univ., Philadelphia. Graduate School of Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0163
Pub Date Aug 72
Grant—OEG-3-71-0114
Note—144p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Sociology, *Elementary School Role, Elementary School Students, Family (Sociological Unit), Individual Characteristics, Organizational Climate, Peer Relationship, Personality, Questionnaires, Research Design, Research Projects, *School Organization, *Social Adjustment, Social Development, Social Environment, *Socialization, Social Structure, *Student Adjustment
Initial entry into school is the first of several major transitions individuals must make as they progress through the social life cycle of American society. It also marks the first time they encounter to any appreciable extent an organizational context. As such, an analysis of children's transition into school is a unique opportunity to examine both the processes of individual's adjustment and adaptation to new social context and their first extensive encounter with an organization. This report discusses the research literature related to this topic and develops a theoretical framework for examining the processes of adjustment and adaptation as they are influenced by the role requirements placed upon children by the school setting, the structural properties of the school, the characteristics (personalities) of the children themselves, and the web of social relationships the children are involved in both in and out of school. A research design and schedule based on the framework is described; and six research instruments developed for carrying out the study are reproduced in the appendices to the report. (Author/KBW)

ED 072 996 SO 005 282
Dubocq, Edward R.
Sculpture, Metallic Formations II, Art Education: 6683.12b.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—41p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Education, Art Products, Behavioral Objectives, Course Content, Course Objectives, Creative Expression, Curriculum Guides, Learning Activities, *Metals, Resource Guides, *Sculpture, Secondary Grades, Techniques, *Visual Arts
Identifiers—Florida, *Quinmester Program
An exploratory course in the creation of shapes using a variety of metals and techniques is described in this guide for quinmester elective course for grades 7-12. Students cut, form, weld, rivet, cast and finish such metals as steel, copper, aluminum, brass, pewter, and bronze. They develop a working knowledge of the various tools and processes, while gaining experience in three-dimensional design. Sections of this guide cover: course description and rationale; course content; behavioral objectives; course procedures; strategies and suggested learning activities; and resources for students and teachers. (Sculpture, Metallic Formations I is represented by ED 061 234.) (JLB)

ED 072 997 SO 005 283
Dubocq, Edward R.
Sculpture: Stone Shapes, Art: 6683.08.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—30p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Education, Art Products, Behavioral Objectives, Course Content, Course Objectives, Creative Expression, Curriculum Guides, Learning Activities, Resource Guides, *Sculpture, Secondary Grades, Techniques, *Visual Arts
Identifiers—Florida, *Quinmester Program
This elective course for grades 7-12 was created with a three fold purpose: 1) to create in the student an awareness of the effect of sculptural forms on his environment; 2) to introduce the student to an appreciation of stone sculpture; and 3) to further enhance the artistic abilities of the student through sculpting in stone. Course content includes an introduction, demonstration of studio procedures, demonstration of stone sculpture techniques, studio work, and critique. Some of the behavioral objectives are for the student to be able to: 1) define vocabulary terms; 2) identify stone sculptors from past/present art movements; 3) create open and/or closed forms in stone; and 4) identify the qualities of various types of carving stone. Course procedures, strategies, and suggested learning activities are outlined, and resources for students and teachers are listed. (JLB)

ED 072 998 SO 005 286
Abrams, Grace C. Schmidt, Fran
Economics of Poverty, Social Studies: 6448.14.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—63p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Behavioral Objectives, Course Content, Course Objectives, Curriculum Guides, Depressed Areas (Geographic), Economically Disadvantaged, *Economic Disadvantagement, *Economic Factors, Poverty Research, Resource Guides, Secondary Grades, *Social Studies Units
Identifiers—Florida, *Quinmester Program
Secondary level students explore the state of poverty in affluent America in this quinmester social studies course. The objectives are for students to assess personal views and understandings of poverty; to locate the poor through research; to identify the causes and economic, social, and political effects of poverty; to examine changing attitudes and viewpoints of Americans toward the poor from a historical perspective; to compare and contrast efforts made toward helping the poor; to research present efforts to alleviate the plight of the poor on a national, state, and local level; to investigate welfare programs implemented in other nations; and to compare these programs with ones in the United States to assess their applicability in America. Emphasis is upon activity learning that involves discussion, role playing, and research. The curriculum guide follows the same format used in other quinmester courses including outlines of a course description and rationale, objectives, content, and activities. Resources are suggested throughout the activities section, and a teacher/student bibliography lists textual, and audio visual materials, filmstrips, films, simulation games, slides, reports, periodicals, and books. (SJM)

ED 072 999 SO 005 288
Marinaccio, Louis M.
Creative Mosaics, Art Education: 6683.14.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—38p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art, *Art Education, Art Materials, Course Objectives, *Creative Art, Curriculum Guides, Prevocational Education, Secondary Grades, Visual Arts

Identifiers—Florida, Mosaics, *Quinmester Program

This quinmester guide describes a laboratory course designed to offer opportunities for experimentation in mosaic design by exploring uses of various techniques and materials. The course, which is offered to 7th through 12th grade prevocational students, emphasizes the use of design in relation to creative composition. Students learn to design, glaze, fire, cut and develop their own tiles, tessera, etc., to be utilized in mosaic projects. Proper use of instruments and tools as well as proper technique is emphasized. In addition to actually producing projects, students learn the importance of mosaic art as a medium for art expression, and the historical background of mosaic design from the Egyptians to contemporary artists. Other sections of the guide include: a course outline; an evaluation section; bibliographies of student and teacher references; a list of places to visit; a list of periodicals of interest, suggested media resources for teachers, and a list of equipment suppliers. Related documents are: SO 005 292, and SO 005 270. (Author/OPH)

ED 073 000 SO 005 290

Friedman, Harrabey

Primitive Societies, Social Studies: 6478.02.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—40p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activity Units, *Anthropology, Course Objectives, *Cross Cultural Studies, Cultural Differences, Cultural Factors, Cultural Traits, *Culture, Curriculum Guides, Resource Guides, Social Sciences, *Social Studies Units, *Tribes

Identifiers—Florida, *Quinmester Program

Junior high students examine selected primitive societies in this quinmester course. The concept of culture is defined and studied to expose similarities and differences between primitive and contemporary man and civilizations, not simply for greater understanding but also to permit further insight into American civilization. Both types of societies are analyzed for their advantages and disadvantages and require students to explore the value of a simple vs. complex culture. Activity units encourage students to employ the tools of the social scientist and examine primitive societies from the anthropologists point of view. Course content is divided into five units which include information on the meaning and development of culture, the identification of cultural characteristics and aspects of life concerning environment, food, clothing, homes, social and political structure, death, and religion of the Australian Aborigines, the Ainus' of Northern Japan, and the Eskimos. The last unit compares advanced and primitive societies. The quinmester course is arranged into goals, content, activity, and resource sections. (SJM)

ED 073 001 SO 005 291

Heggy, Joan

The Changing American Presidency, Social Studies: 6448.04.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—40p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activity Units, *American Government (Course), Behavioral Objectives, Civics, Concept Teaching, Curriculum Guides, Governmental Structure, Grade 10, Grade 11, Grade 12, History Instruction, *Political Science, *Presidents, Secondary Grades, *Social Studies Units, *United States History

Identifiers—Florida, *Quinmester Program

The Executive Branch of the United States government is examined in this grades 10-12 Quinmester Program curriculum guide. Trends and issues surrounding the American presidency, its roles and functions, and their evolution through time are discussed. The approach emphasizes how the president is viewed by his many constituencies, thereby giving the student an insight into the many roles and stances the president must adopt to be an effective leader. Some broad goals of the course are to: 1) help students critically discuss the evolution of the president's constitutional powers; 2) analyze the functions of the executive branch; 3) generalize about the effect of a given president on the office of presidency; and, 4) analyze the relationships between the three branches of government. A broad goals, content outline, objectives and learning activities, and materials sections are included in the guide. (Author/OPH)

ED 073 002 SO 005 292

Hilf, Anne C.

Where it Starts: Basic Design, Art Education: 6671.33.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—20p.; Authorized Course of Instruction for the Quinmester Program (tentative course outline)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activity Units, *Art, *Art Education, Behavioral Objectives, Course Content, Course Objectives, Creative Expression, Curriculum Guides, *Design, Learning Activities, Resource Guides, Secondary Grades, Techniques, *Visual Arts

Identifiers—Florida, *Quinmester Program

Art media, techniques and skills for two and three dimensional design and composition are discussed in this Quinmester Program tentative curriculum guide. Students, upon completion of the course, are able to show competencies in the following areas of design: color, value, line, shape, texture, and multi-media and concept experimentation. Concluding sections in the guide are: Suggestions for the Instructor, Vocabulary, and References and Resources. (Author/OPH)

ED 073 003 SO 005 293

Moore, John A.

Current Domestic Problems, Social Studies: 6416.18.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—32p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activity Units, *American Studies, Critical Thinking, *Current Events, Curriculum Guides, Dissent, Political Issues, Pollution, Public Affairs Education, Resource Guides, Secondary Grades, *Social Problems, Social Studies Units, *Values, World Problems

Identifiers—Florida, *Quinmester Program

Secondary students learn to deal objectively with domestic issues and problems in this quinmester elective course. Emphasis is upon providing students with an opportunity for indepth study in critical thinking on current controversial issues, using activity units as a principal teaching technique. The objectives are for students to identify and describe major issues in the problem areas of civil rights, crime control, preservation of the environment and natural resources, and over-population; state a value position regarding any given aspect of the problem; and present evidence to support the value position stated. The course is arranged as other quinmester courses with goals, content, activities, and resources sections. (SJM)

ED 073 004 SO 005 294

Moore, John A.

American Military History, Social Studies: 6416.15.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—52p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activity Units, Armed Forces, Course Objectives, Curriculum Guides, Grade 10, Grade 11, Grade 12, Military Organizations, Military Science, *Military Service, National Defense, Resource Guides, Secondary Grades, *Social Studies, *United States History, *War

Identifiers—*Military Institutions, *Quinmester Program

Military institutions in the United States are examined from a historical perspective by students in grades 10 through 12 in this quinmester social studies course. Objectives are for students to identify pertinent information about selected wars; describe factors that have influenced the development of American military policy and the organization of the American military institution; describe the influence of the military institution on the American economy; distinguish between strategy and tactics; trace the development of manpower procurement procedures of the American military; evaluate the policy of the supremacy of civil authority over the military; and speculate on factors that affect the status of the military institution in the minds of the American public. Content, coordinated with the objectives, is guided by inquiry teaching strategies focusing on concept teaching and activity learning. Arranged as other quinmester courses, this survey is divided into a broad goals section, a content outline, objectives and learning activities, and materials. (Author/SJM)

ED 073 005 SO 005 299

Franklin, Virginia Thompson

The Role of the Elementary School Teacher in the Political Socialization Process.

California Teachers Association, Burlingame. Dept. of Research.

Pub Date Jun 72

Note—46p.; Supplementary Research Report 122

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Needs, *Educational Philosophy, *Educational Sociology, *Elementary School Curriculum, Elementary School Teachers, Literature Reviews, Personal Values, Political Attitudes, *Political Science, *Political Socialization, Role Perception, Social Attitudes, Student School Relationship, Teacher Attitudes, Teacher Education, Teacher Role

This research report (excerpts from the author's dissertation) explores the question of whether the role of the school is to socialize the young to our present political norms, or to go further and introduce the young to new ways of thinking and possibly to new alternatives and values. The study investigates the elementary school teacher to discover what he perceives to be his role in civil training, to ascertain his feelings as to the possibility of change, to discover what kinds of risks he will take, and to determine what specific classroom activities he will or will not do. A literature review highlights relevant research on civic training and political socialization of the young--the role of the school, the teacher, the curriculum. An analysis of the data gathered is given in the concluding chapter. The author cites educational needs for the development of an elementary political science curriculum, a less conservative plan geared toward better helping the student to deal with problems of modern society. (Author/SHM)

ED 073 006 SO 005 307

Dexter, Lewis Anthony

The Perversion of Education into Data Transmission: The Communications Overload in the Modern Educational System.

Pub Date [72]

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication Problems, *Data, *Educational Philosophy, *Relevance (Education)

Proliferation of factual data, an educational problem for some time, is a greater dilemma today due to the knowledge explosion. Facts are accumulating at an alarming rate. All too often teachers require students to learn irrelevant data (statement of facts) rather than learning to select, process, handle, interpret, employ, and organize data, and to develop skills. General education should have the relevant goal of teaching skills, capacities, and insights which are applicable to solving problems and to the transfer of learning in general. Reasons given for substituting the learning of raw data in place of skills in most courses are that students shift from subject to subject leaving little time to learn more than definitions and factual data; that simple assertions of data are predictable, allowing for objective examination by teachers, for students to prepare for examinations, and for an average coverage of subject. The quantitative increase in facts, subjects, ideas, and in publications requires an increase in the human capacity to absorb and process, and less on information, data-like statements, and "knowledge" in the most common sense of that term (more properly put, a distinction between knowledge of items and knowledge of skills). (SJM)

ED 073 007 SO 005 308

National Assessment of Educational Progress. Newsletter, Volume 5, Number 7.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Nov 72
Note—8p.
Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Citizenship, *Educational Accountability, *Educational Objectives, *Evaluation, Literary Analysis, *Newsletters, Reading Ability, Reading Comprehension, Reading Skills
Identifiers—*National Assessment
Published six times a year, the newsletter keeps educators abreast of assessment studies; forthcoming reports; staff announcements, meetings, and services rendered; notes of interest; and publications. The newsletter allows for dissemination of current information of the National Assessment which provides data to measure student knowledge, skills and understandings in ten subject-matter areas. The lead article provides findings from a recent report entitled "Reading Rate and Comprehension" which showed that there are few rapid readers with good comprehension; and, there is a pattern of slow readers with poor comprehension. Other articles preview a literature report assessing literary understanding to be released in December, 1972; describe the National Assessment Exercise Development Department; and reflect on the revised citizenship objectives for the 1973 assessment. Brief information is included on contract bids awarded for 1974, and an announcement of the Social Science Education Consortium plans for an interpretative report of citizenship goals data. Lastly, publications available through the NAEP office are listed. Those interested in receiving the free newsletter should get on the mailing list. A related document is ED 050 996. (SJM)

ED 073 008 SO 005 309
Lewis, Hilda P., Ed.
Art for the Preprimary Child.
National Art Education Association, Washington, D.C.
Pub Date 72
Note—129p.
Available from—National Art Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($4.75; Quantity Discounts on Orders of 10 or more)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Anthologies, *Art, Art Activities, *Art Education, Art Materials, Child Development, Cognitive Development, Creativity, Parent Role, *Preschool Children, *Preschool Education, Preschool Learning, Teacher Role, Visual Arts
This book is addressed primarily to those who facilitate early learning in art education. It consists of essays by writers whose background enables them to speak insightfully on their topic. Several essays are written by teachers of preprimary children. Others were written by research workers who have studied the art of young children. Articles include: 1) a brief survey of research on the child's development as a background for viewing his artistic growth; 2) a review of studies that trace artistic evolution in the preprimary years; 3) an exploration of the origins of creative power in children; 4) a discussion of the roles of parent and teacher; 5) ideas on how art contributes to general learning; 6) information on acquiring, storing, and presenting creative materials for young children; and 7) contrasting models of early education programs. (FDI)

ED 073 009 SO 005 314
Michelson, Stephan
The Existentialist Reality of Educational Production Functions (Their Existence Has Preceded Their Essence).
Harvard Univ., Cambridge, Mass. Center for Educational Policy Research.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date 1 Aug 70
Contract—OEC-0-70-5108
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cost Effectiveness, *Educational Accountability, *Educational Economics, Educational Finance, *Input Output Analysis, *Mathematical Models, Statistical Analysis, Systems Analysis
Identifiers—*Educational Production Function
This publication is a discussion of the concept of an educational production function, a mathematical formulation of the relationship between inputs and outputs in education. A description of how a production function can direct decision making toward economic efficiency precedes a theoretical discussion of the nature of actual estimation. Several statistical estimations which demonstrate the empirical counterpart of the theoretical discussions are made using one sample of data. The author concludes the paper with a summarization of the work. (Author/SHM)

ED 073 010 SO 005 315
Henrie, Samuel N.
Human Development Program. Program Report.
Far West Lab. for Educational Research and Development, Berkeley, Calif. Information/Utilization Div.
Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.
Pub Date 72
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Learning, *Affective Objectives, *Behavioral Sciences, Communication Skills, Course Content, Course Objectives, Elementary Grades, Emotional Development, Group Relations, Human Development, *Human Relations Units, Individual Development, Program Descriptions, Projects, *Self Concept, Self Esteem, Social Development, *Socialization, Social Relations, Social Studies
Identifiers—*Human Development Program
The human relations unit, focusing on the affective domain, is designed for grades pre K-4, but is applicable to junior high grades. Objectives are to help children develop self confidence, self awareness, and social interaction skills. Teaching/learning strategies emphasize interaction among teacher and student, and group communication. A unique feature of the program is the "Magic Circle" discussion and activity session which encourages two-way communication and deals constructively with emotions. Topics and activities of these sessions are fairly structured, presented in a given sequence, and enforce certain rules. The content of the program involves the children's own experiences. Basic information on the program is provided in five sections: 1) Goals and objectives; 2) Content and materials; 3) Classroom action which includes a typical lesson, evaluation of students, and role of classroom personnel; 4) Implementation: requirements and costs; and 5) Program development and evaluation. (SJM)

ED 073 011 SO 005 316
Bye, Margaret
Intergroup Relations Curriculum. Program Report.
Far West Lab. for Educational Research and Development, Berkeley, Calif. Information/Utilization Div.
Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.
Pub Date 72
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Learning, Course Content, Course Objectives, Discovery Learning, Elementary Grades, *Human Relations, *Inductive Methods, Inquiry Training, Interdisciplinary Approach, *Intergroup Relations, Political Science, Program Descriptions, Program Evaluation, *Projects, *Social Studies
Identifiers—Intergroup Relations Project
The description provides information on the elementary social studies one-year program designed for use as the basis of curriculum or as a supplement to an existing program. A long term goal is for students to develop democratic human relations. Terminal objectives include affective and cognitive developments, helping students to understand the governing process, develop positive self concepts, reduce stereotypic thinking, acknowledge differences among people, and participate in the learning process. Although the political science concept of the "governing process" forms the lesson core, an interdisciplinary approach is pursued involving concepts of psychology, sociology, anthropology, history, science, and language arts. Teaching strategies emphasize inductive methods that involve students in the learning process through the discussion method. Students, actively involved in learning activities which stress racial and social problems, take part in roleplaying activities, games and simulations, films, and student reports. Brief information is also included on organization of content, description of program materials, a typical lesson, student testing and evaluation, implementation and costs of the projects, and program development and evaluation. (SJM)

ED 073 012 SO 005 318
Bye, Margaret
Materials and Activities for Teachers and Children (MATCH). Program Report.
Far West Lab. for Educational Research and Development, Berkeley, Calif. Information/Utilization Div.
Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.
Pub Date 72
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activity Learning, Affective Objectives, Audiovisual Aids, Cognitive Objectives, *Discovery Processes, Elementary Grades, Inquiry Training, Interdisciplinary Approach, *Multimedia Instruction, *Nonverbal Learning, Program Descriptions, Program Evaluation, Projects, *Social Studies Units, Visual Learning
Identifiers—MATCH, *Materials and Activities for Teachers and Childre
Self contained multi-media kits for grades 1 through 6 involve students directly in the learning process. Emphasis is on non-verbal learning which takes place when youngsters examine real objects and engage in learning activities. Involved in the discovery and inquiry process, students hypothesize, classify, and categorize. In an interdisciplinary approach to the social studies, the MATCH boxes aim for both affective and cognitive learning. Cognitive objectives involve learning facts, information about ancient Greek life, contemporary Japanese life, and the city. Affective objectives help students to deal reflectively with themselves and toward the world around them. Each of the three kits are designed for two to three weeks of study. The program description is divided into five sections and includes information on goals and objectives, content and materials, classroom action, implementation and costs, and program development and evaluation. (SJM)

ED 073 013 SO 005 319
Holopainen, Pentti
Investigations Into the Instructional Process. VI. Group Work as a Social Interaction Process. A Case Approach.
Helsinki Univ. (Finland). Inst. of Education.
Pub Date May 72
Note—38p.; Research Bulletin No. 31
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, Case Studies, Grade 4, *Group Behavior, *Group Dynamics, *Interaction Process Analysis, Models, Social Integration, Social Relations, Taxonomy, Video Tape Recordings
Identifiers—Finland
The aim of this study was to describe and analyze the nature of group work through a series of thirteen video taped classroom lessons for fourth grade students. Using a case approach technique, the emphasis was on methodological problems. The study showed that even the investigation of a single mode of instruction such as group work is a highly complicated task. On the other hand, it revealed the fertility of the use of a theoretical framework in an intensive case approach. It was found that pupils' group work is colored with adapted and task-oriented acts. Five appendices are included in the study: 1) interaction variables- rotated factor matrix; 2) test variables, personality trait assessment and sociometric variables; 3) the general course of a group work lesson -12th lesson; 4) Koskenniemi's sociological individual types; and 5) a list of variables. (FDI)

ED 073 014 SO 005 320
Abramowitz, Norman
The Dimensions of International Education in New York State.
New York State Education Dept., Albany. Center for International Programs and Comparative Studies.
Pub Date Feb 70
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cross Cultural Studies, Cultural Awareness, Cultural Centers, *Cultural Educa-

tion, Cultural Pluralism, Inservice Teacher Education, Intercultural Programs, *International Education, International Programs, *Non Western Civilization, Program Descriptions, Teacher Education
Identifiers—Center for International Programs, Comparative Studies
This paper describes the work of the Center for International Programs and Comparative Studies in elementary and secondary education. The Center is charged with the responsibility for strengthening opportunities and resources for the study of "non-Western" culture in the schools, colleges, and universities of New York state, and with promoting opportunities for educational exchange. Objectives of international education instruction are to make cultural diversity appreciated, understood and accepted; to contribute to self understanding; and to broaden aesthetic and humanistic sensibilities. Information is included on the Center's funding, rationale for the programs, and inservice education programs. A variety of inservice programs encourage curriculum development; introduce projects for those who teach subject content which infuse cultural data, insights, music, art, and the humanities; sponsor research programs; include scholar-teacher programs; reinforce efforts with a pilot project in the production of reading and audiovisual materials; and present brief discussions on incorporating the study of "non-Western" cultures into existing curricula, developing suggestive rather than prescriptive curriculum guides for teachers, encouraging local educational agencies to produce curriculum materials which will be responsible to local needs, and helping students develop empathy for other peoples. Appendices are included. (Author/SJM)

ED 073 015 SO 005 321
World Cultures. Curriculum Resource Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date 71
Note—141p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Affective Objectives, Cognitive Objectives, Concept Teaching, *Cross Cultural Studies, *Culture, Economics, *Generalization, *Political Science, Politics, Resource Guides, Secondary Grades, Social Change, *Social Studies Units, Teaching Guides
This teaching and resource guide for Theme III of the secondary social studies program offers a cross cultural approach in the hope that students will develop an integrated world view as they study man and his behavior, groups of men, uses that men have of the earth and its resources, and political institutions. Five units comprise the course emphasizing concept teaching: 1) Political Systems and World Order; 2) Political Culture; 3) Economic Systems; 4) Political Economy and Decision-Making; and 5) World Cultures and Social Change. The format for each unit includes an introduction, major generalizations and concepts of the unit, cognitive and affective objectives, teacher and student resources, and instructional materials. (Author/SJM)

ED 073 016 SO 005 323
Williams, David M. Cole, Richard A.
Value Preferences of Preadolescents in Portland, Oregon, and Vancouver, B.C.: A Cross Cultural Study.
Pub Date Nov 72
Note—33p.; Paper presented at the Annual Meeting, National Council for the Social Studies, Boston, Massachusetts, November 21, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Cross Cultural Studies, *Educational Research, *Elementary School Students, Grade 4, Grade 6, Group Norms, Measurement Instruments, Personal Values, Social Values, Sociocultural Patterns, Sociometric Techniques, *Values
Identifiers—*Rokeach Value Survey
This is a study of values and value systems of various groups of elementary school pupils from ages nine to twelve. The research is based upon Milton Rokeach's (1968) conceptualization of values and value systems and upon his methodology of value measurement. A two-fold purpose of the study is stated: 1) to modify the Rokeach Value Survey in order to make it a more appropriate and reliable instrument for use with 9 to 12 year old pupils and, 2) utilize the modified instrument to investigate differences in the value preferences among subgroups of the population sampled. Several tentative implications for educational practice of the findings of these and related studies and for further research are identified. Seven tables which summarize the measurement instrument and the results of the value survey are included. (Author/SHM)

ED 073 017 SO 005 326
McPartland, James And Others
Student Participation in High School Decisions. A Study of Students and Teachers in Fourteen Urban High Schools. Summary and Excerpts.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
Report No—JHU-CSSOS-95
Bureau No—BR-61610-06-03
Pub Date [71]
Grant—OEG-2-7-061610-0207
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making, Educational Research, High Schools, Models, Secondary Education, *Student Attitudes, *Student Participation, *Student School Relationship, *Teacher Attitudes
A technical report, summarized in this document, examined the findings of a questionnaire survey conducted in Spring 1970 of a sample of students and teachers in two school systems in the Middle Atlantic states. The study attempted to define and categorize the existing and possible kinds of student participation in high school decisions; to describe the attitudes of these students and staff concerning alternative decision-making procedures; and to analyze some likely effects of different types of student involvement in high school decisions. The five chapters of this document include information on school goals which student participation may affect; distinctions between kinds of student involvement and attitudes of teachers and students about the actual and desired amount of involvement; the analysis of student participation relationships by focusing on student experiences in extra-curricular activities; student involvement in non-academic decisions; and student participation in academic decisions. In general, findings show that within the two groups of students and teachers a great diversity of attitudes and opinions about student participation exists. (Author/SJM)

ED 073 018 SO 005 370
Liddle, P. H.
The First World War as an Example of the Natural Link Between Teaching and Research.
State Univ. of New York, Stony Brook. American Historical Association Education Project.
Report No—AHA-OP-73-1
Pub Date 73
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*History, Research Methodology, *Research Utilization, *Teaching, *World History
Identifiers—Documentary History, *World War I
Must there be a dichotomy between research and teaching? Believing that the two go hand in hand rather than at odds with each other the author illustrates how cooperation between both can take place. At the Suderland Polytechnic History Division, in which students are preparing for B. Ed. and Teaching Certificate work, students study the particular area of the First World War, using and contributing to the developing research archive resources of the Department in preparation of their dissertation which specifically focuses on one aspect of the war. Research work consists of collecting materials, assessing it for archival purposes, and producing sources of references. Emphasis is upon students gathering primary sources such as letters, diaries, photographs, papers, maps, and oral recollections of war experiences that relate to personal experiences in the war. Three purposes behind the work are to preserve a perishable record; to use materials informally in the schools in an effort to bring pupils to an understanding of the war; and to train students in the historical method. (SJM)

ED 073 019 SO 005 372
Consuela, Sister Mary
Return to the Social Studies.
Pub Date 23 Nov 72
Note—6p.; Speech presented at the National Council for the Social Studies, Boston, Massachusetts, November 23, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Improvement, *Educational Objectives, *Program Content, *Relevance (Education), *Social Studies
In this speech, a plea is made to return content to the social studies. Content is seen as essential to cognitive and affective learning. Although the author feels that the introduction of behavioral objectives is a significant development of the various social studies projects, it is meaningless unless it is related to content. Clearly stated goals which involve the ultimate perception of concepts, generalizations, and models are dependent ultimately upon the selection and use of content. An example is given in which entering college students were asked how much content about Latin American was offered in their social studies classrooms -- the answer being very little. However, these same students are expected to understand minority problems in the United States. True understanding would necessarily reflect content on the political, social, and cultural aspects of Latin America. (SJM)

ED 073 020 SO 005 374
Engle, Shirley H.
Needed: A Democratizing of the Schools?
Pub Date 5 Nov 72
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, Citizenship, Citizenship Responsibility, *Civics, Decision Making, *Democratic Values, *Educational Needs, Political Socialization, Public Affairs Education, Student Participation, *Student School Relationship
The goal of civic education, as discussed in this paper, is responsible political activism. Although the word activism tends to conjure a negative image of a revolutionary student body for some, the term is used here to express active participation in the decision making process, respect for others' opinions, and upholding one's beliefs. In this view, education should approve of and encourage student activism. Schools, often in an effort to keep the peace, preserve the status quo regardless of the issue and opt for passivity of students. Activism then, can be explained, not by school activities but, rather, by out of school experiences. When a credibility gap exists between schools and students, activism may be a reaction not only to education, which often ignores social problems and ills of today, but also to schools which do not reflect participatory democracy. If civic education is to effect responsible student activism positively, it needs to provide curricular content reflecting the reality of political and social life and, further, to furnish a model of active and mindful civic behavior worthy of emulation, encouraging and providing a climate for student participation within school walls. (SJM)

ED 073 021 SO 005 375
Murphy, Margaret M.
Social Studies Instruction in a Non-Classroom Setting.
Pub Date 21 Nov 72
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consumer Education, *Informal Organization, Models, *Open Education, *Public Affairs Education, *Social Studies
Certain areas in the social studies can be effectively taught in a non-classroom setting. This experiment determined if, in a supermarket situation, consumer preferences (as measured in sales figures and augmented by questionnaire data) could be altered by the addition of nutritional information to the labels of sixteen items which had moderate sales in a sample of two matched supermarkets. Two labeling methods were compared--that of the FDA (Food and Drug Administration), listing percentages of specific nutrients contained in one portion of a labeled item, with the FE (Food Equivalent), consisting of a diagrammatic comparison between nutrients in one portion of a well-known reference food. Analysis showed that the FE label was significantly more effective in promoting the sale of the more nutritious item, and that the addition of labels effected a change in consumer preference. Further, it seems safe to generalize that customers are open to some sort of educational process at the point of contact, if that contact is made in a certain

manner, illustrating the need for planning in a methodological approach. The problems of adapting content and identifying certain steps can be dealt with and, moreover, an instructional model can be designed for use in such non-classroom instruction. (Author/SJM)

ED 073 022 SO 005 377
Kohlberg, Lawrence
Moral Development and the New Social Studies.
Pub Date 23 Nov 72
Note—20p.; Speech presented at the National Council for the Social Studies, Boston, Massachusetts, November 23, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, *Cognitive Processes, Educational Philosophy, Ethical Instruction, Inquiry Training, Learning Processes, *Moral Development, Moral Values, *School Role, *Social Studies, Social Values, Speeches, Values
Identifiers—*Dewey (John), Piaget (Jean)
New social studies curricula and methods need to be adapted to fundamental aims of education - - the stimulation of cognitive and moral development. Educational implications of Piaget's work in cognitive stage development and the author's work in moral stage development are based upon the cognitive developmental transition of John Dewey, who suggested that it is the social role of schools to develop active thought toward concern for social justice. Two previously neglected themes of Dewey which are elaborated in this work on moral stages, and which may correct certain basic gaps in the new social studies, concern education as supplier of the conditions for development through the cognitive and moral stages, and ethical principles as defining the aims of social education. The most important findings in cognitive development are the verifications of Piaget's description of adolescence as the period of development of abstract, reflective thought. Although social inquiry or analytic thinking cannot be taught, its development can be stimulated and extended. Moral stages lie at the core of political and social value decisions. A moral development approach, non-indoctrinative in its objectives and methods, that is concerned about moral action as well as moral reasoning, needs to be formed. (Author/SJM)

ED 073 023 SO 005 379
Swick, Kevin J. Lamb, Morris L.
A Conceptually Based Social Studies Model for the Training of Teachers: Emphasis on Improved Racial Attitudes, Knowledges, and Activities.
Pub Date Nov 72
Note—7p.; A paper presented to The National Council for Social Studies, Boston, Massachusetts, November 22, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conceptual Schemes, Disadvantaged Youth, Human Relations, Minority Group Children, *Models, *Preservice Education, *Racial Attitudes, Racial Discrimination, Research Utilization, *Social Studies, *Teacher Attitudes, Teacher Education, Teacher Improvement
A model training program for improving racial attitudes and behaviors of future teachers is presented in this paper. The long range program goal is to help preservice students become knowledgeable, humane, and capable teachers and human beings. Although the research basis for this paper, described in document SO 005 383, indicated that racial attitudes, knowledge, and activities of every human being are developed over a lifetime, the same research study indicated that teacher education students might gain improved attitudes, increased knowledge, and some formative activities for better relating to children of all races through a training program. The main instructional components of this social studies model can provide students with: 1) knowledge about minority groups, cultural styles of life, the specific learning characteristics of minority groups, and effective teacher behaviors for working with disadvantaged groups; 2) actual practicum settings in which students can view the various social aspects of disadvantaged children; 3) value development sessions to form positive and humane value orientations toward minority groups; and 4) seminar sessions in which students can discuss issues that related to children and adults of minority groups. (SJM)

ED 073 024 SO 005 382
Wells, Elizabeth H.
An Organizational Pattern for Small Groups in an American History Course.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Pub Date [72]
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, *American History, Class Organization, Cognitive Objectives, Evaluation, *Grouping (Instructional Purposes), Grouping Procedures, Group Instruction, Group Relations, Group Structure, Inquiry Training, *Intergroup Relations, School Organization, *Small Group Instruction, Teaching Methods
A framework for approaching an issue-oriented American history course through the small group technique (grouping of 5 to 7 students) is provided in this paper. Student grouping in a cooperative style enhances affective and cognitive development and, further, allows for evaluation of each member's and group's contributions. Provided are rationale; educational objectives; suggestions for small group implementation, including information on the methods of cooperative grouping and evaluation; twenty most often asked questions about the cooperative group process with an answer to each question; training for roles in the cooperative group with responsibilities enumerated for the key roles of moderator, evaluator, assistant moderator, and teacher; and instructions for small group teams. Also included are forms to be used in small group evaluation along with a practice session rating sheet, student rating sheet for a tournament, and a guide sheet for rating. (SJM)

ED 073 025 SO 005 383
Swick, Kevin J. Lamb, Morris L.
Development of Positive Racial Attitudes, Knowledges, and Activities in Pre-Service Social Studies Teachers.
Southern Illinois Univ., Carbondale. Coll. of Education.
Pub Date Jan 72
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, Educational Research, Literature Reviews, Minority Group Children, *Preservice Education, *Racial Attitudes, Racial Discrimination, *Social Studies, *Teacher Attitudes, Teacher Education, Teacher Improvement
Information on aspects of social studies teachers' racial attitudes, knowledges, and skill in implementing relevant ethnic-racial activities in the classroom are presented. Major research studies that have examined teacher attitudes toward black and other minority group children are discussed along with information on programs that have attempted to improve teachers' cognitive-perceptual orientation to minority group children. In addition, a description of the program treatment used in this study is presented. The major findings of this study show that: 1) teacher education students hold many of the same ethnic-racial stereotypes held by the general white population; and 2) specifically designed preservice courses of study dealing with teaching disadvantaged children can provide student gains in information about minority groups and initiate racial attitude changes. The paper concludes with general recommendations and plans for future study. (FDI)

ED 073 026 SO 005 385
Stahl, Robert J. Casteel, J. Doyle
The 1970-71 Study on the Status of Pre-College Psychology in the State of Florida: Final Report.
Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date 22 Nov 72
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Research, *Educational Research, Educational Status Comparison, Educational Trends, High School Curriculum, *Psychology, Secondary Education, Surveys
Identifiers—Florida
Procedures and findings of a survey conducted in 1970-71, relative to the teaching of psychology in Florida secondary schools, are reported here. The objectives of the study were to obtain a broad range of information and relevant data pertaining to the status of psychology and to determine the needs of teachers for materials and audiovisual instructional aides which they would like to have available for use in their classrooms. A questionnaire designed and distributed to 347 Florida secondary schools, of which 217 (62.5%) returned the questionnaires, revealed that psychology as a separate course of study was taught in 140 schools; that 12,519 students were enrolled in specific psychology courses of at least one semester; 19,779 students enrolled in separate psychology courses ranging in length from six weeks to one year; the average teacher of psychology had 22.7 hours of college background in psychology and felt this was adequate; psychology courses were offered primarily as electives and offered to 11th and 12th graders; and psychological subject matter was taught in other courses. A major conclusion showed that an overwhelming number of teachers desired assistance in improving the quality of their courses, needing new and various kinds of materials and information to help them teach their courses. (Author/SJM)

ED 073 027 SO 005 386
Tornatzky, Louis G. Fairweather, George W.
Design and Implementation Skills for Social Innovation.
Pub Date [72]
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adoption (Ideas), Change Agents, Community Change, Demonstration Programs, *Diffusion, *Information Dissemination, *Innovation, Models, Program Development, *Research Utilization, *Social Change
New models of research and training combined with dissemination techniques can contribute to relevant social change. The Ecological Psychology Program at Michigan State University, a graduate training program which focuses on model building and implementation research, offers ideas on the plausability of social programming. The process would involve a new social and professional role involving the innovator, first, in the creation of an alternative subsystem model combining research and training, in a community context and designed to meet social needs, and, secondly, in implementation of the model through dissemination, diffusion, and adoption. Examples of types of research that have been completed or are underway by the faculty and staff of the program, and related problems, are discussed. Problems of implementation research focus on getting individuals and institutions to adopt social innovations. A program of research demonstrating both the model building and implementation aspects is discussed. This program, the Fairweather Community Lodge Program, was designed to be a permanent social support for released psychiatric patients. Attempts were made for adoption of the lodge program throughout the country. (SJM)

ED 073 028 SO 005 397
Freeman, Robert E.
International Organization and Peacekeeping. Teacher's Guide.
Diablo Valley Education Project, Orinda, Calif.
Pub Date [72]
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Critical Thinking, Futures, *International Education, *International Organizations, Models, *Peace, Political Science, Prediction, Secondary Education, *Social Studies, Teaching Guides, World Affairs, World Problems
The teaching guide for secondary students focuses on the structure, authority, and decision making procedures of international organizations and their ability to keep peace. Students participate in an exercise for predicting how present organizations can handle peace-threatening situations and how they can be designed to improve their peacekeeping ability. In addition, the exercise encourages students to recognize that international organizations are evolving and changing, and motivates students to investigate global issues. The guide comprises student objectives, procedures for implementing the exercise, three world organization models, a list of questions to help students clarify their understanding of the world organization model, and a list of questions in regard to how nations and a world organization react to problems. (SJM)

tion, Cultural Pluralism, Inservice Teacher Education, Intercultural Programs, *International Education, International Programs, *Non Western Civilization, Program Descriptions, Teacher Education
Identifiers—Center for International Programs, Comparative Studies
This paper describes the work of the Center for International Programs and Comparative Studies in elementary and secondary education. The Center is charged with the responsibility for strengthening opportunities and resources for the study of "non-Western" culture in the schools, colleges, and universities of New York state, and with promoting opportunities for educational exchange. Objectives of international education instruction are to make cultural diversity appreciated, understood and accepted; to contribute to self understanding; and to broaden aesthetic and humanistic sensibilities. Information is included on the Center's funding, rationale for the programs, and inservice education programs. A variety of inservice programs encourage curriculum development; introduce projects for those who teach subject content which infuse cultural data, insights, music, art, and the humanities; sponsor research programs; include scholar-teacher programs; reinforce efforts with a pilot project in the production of reading and audiovisual materials; and present brief discussions on incorporating the study of "non-Western" cultures into existing curricula, developing suggestive rather than prescriptive curriculum guides for teachers, encouraging local educational agencies to produce curriculum materials which will be responsible to local needs, and helping students develop empathy for other peoples. Appendices are included. (Author/SJM)

ED 073 015 SO 005 321
World Cultures. Curriculum Resource Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date 71
Note—141p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Affective Objectives, Cognitive Objectives, Concept Teaching, *Cross Cultural Studies, *Culture, Economics, *Generalization, *Political Science, Politics, Resource Guides, Secondary Grades, Social Change, *Social Studies Units, Teaching Guides
This teaching and resource guide for Theme III of the secondary social studies program offers a cross cultural approach in the hope that students will develop an integrated world view as they study man and his behavior, groups of men, uses that men have of the earth and its resources, and political institutions. Five units comprise the course emphasizing concept teaching: 1) Political Systems and World Order; 2) Political Culture; 3) Economic Systems; 4) Political Economy and Decision-Making; and 5) World Cultures and Social Change. The format for each unit includes an introduction, major generalizations and concepts of the unit, cognitive and affective objectives, teacher and student resources, and instructional materials. (Author/SJM)

ED 073 016 SO 005 323
Williams, David M. Cole, Richard A.
Value Preferences of Preadolescents in Portland, Oregon, and Vancouver, B.C.: A Cross Cultural Study.
Pub Date Nov 72
Note—33p.; Paper presented at the Annual Meeting, National Council for the Social Studies, Boston, Massachusetts, November 21, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Cross Cultural Studies, *Educational Research, *Elementary School Students, Grade 4, Grade 6, Group Norms, Measurement Instruments, Personal Values, Social Values, Sociocultural Patterns, Sociometric Techniques, *Values
Identifiers—*Rokeach Value Survey
This is a study of values and value systems of various groups of elementary school pupils from ages nine to twelve. The research is based upon Milton Rokeach's (1968) conceptualization of values and value systems and upon his methodology of value measurement. A two-fold purpose of the study is stated: 1) to modify the Rokeach Value Survey in order to make it a more appropriate and reliable instrument for use with 9 to 12 year old pupils and, 2) utilize the modified instrument to investigate differences in the value preferences among subgroups of the population sampled. Several tentative implications for educational practice of the findings of these and related studies and for further research are identified. Seven tables which summarize the measurement instrument and the results of the value survey are included. (Author/SHM)

ED 073 017 SO 005 326
McPartland, James And Others
Student Participation in High School Decisions. A Study of Students and Teachers in Fourteen Urban High Schools. Summary and Excerpts.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
Report No—JHU-CSSOS-95
Bureau No—BR-61610-06-03
Pub Date [71]
Grant—OEG-2-7-061610-0207
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making, Educational Research, High Schools, Models, Secondary Education, *Student Attitudes, *Student Participation, *Student School Relationship, *Teacher Attitudes
A technical report, summarized in this document, examined the findings of a questionnaire survey conducted in Spring 1970 of a sample of students and teachers in two school systems in the Middle Atlantic states. The study attempted to define and categorize the existing and possible kinds of student participation in high school decisions; to describe the attitudes of these students and staff concerning alternative decision-making procedures; and to analyze some likely effects of different types of student involvement in high school decisions. The five chapters of this document include information on school goals which student participation may affect; distinctions between kinds of student involvement and attitudes of teachers and students about the actual and desired amount of involvement; the analysis of student participation relationships by focusing on student experiences in extra-curricular activities; student involvement in non-academic decisions; and student participation in academic decisions. In general, findings show that within the two groups of students and teachers a great diversity of attitudes and opinions about student participation exists. (Author/SJM)

ED 073 018 SO 005 370
Liddle, P. H.
The First World War as an Example of the Natural Link Between Teaching and Research.
State Univ. of New York, Stony Brook. American Historical Association Education Project.
Report No—AHA-OP-73-1
Pub Date 73
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*History, Research Methodology, *Research Utilization, *Teaching, *World History
Identifiers—Documentary History, *World War I
Must there be a dichotomy between research and teaching? Believing that the two go hand in hand rather than at odds with each other the author illustrates how cooperation between both can take place. At the Suderland Polytechnic History Division, in which students are preparing for B. Ed. and Teaching Certificate work, students study the particular area of the First World War, using and contributing to the developing research archive resources of the Department in preparation of their dissertation which specifically focuses on one aspect of the war. Research work consists of collecting materials, assessing it for archival purposes, and producing sources of references. Emphasis is upon students gathering primary sources such as letters, diaries, photographs, papers, maps, and oral recollections of war experiences that relate to personal experiences in the war. Three purposes behind the work are to preserve a perishable record; to use materials informally in the schools in an effort to bring pupils to an understanding of the war; and to train students in the historical method. (SJM)

ED 073 019 SO 005 372
Consuela, Sister Mary
Return to the Social Studies.
Pub Date 23 Nov 72
Note—6p.; Speech presented at the National Council for the Social Studies, Boston, Massachusetts, November 23, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Improvement, *Educational Objectives, *Program Content, *Relevance (Education), *Social Studies
In this speech, a plea is made to return content to the social studies. Content is seen as essential to cognitive and affective learning. Although the author feels that the introduction of behavioral objectives is a significant development of the various social studies projects, it is meaningless unless it is related to content. Clearly stated goals which involve the ultimate perception of concepts, generalizations, and models are dependent ultimately upon the selection and use of content. An example is given in which entering college students were asked how much content about Latin American was offered in their social studies classrooms -- the answer being very little. However, these same students are expected to understand minority problems in the United States. True understanding would necessarily reflect content on the political, social, and cultural aspects of Latin America. (SJM)

ED 073 020 SO 005 374
Engle, Shirley H.
Needed: A Democratizing of the Schools?
Pub Date 5 Nov 72
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, Citizenship, Citizenship Responsibility, *Civics, Decision Making, *Democratic Values, *Educational Needs, Political Socialization, Public Affairs Education, Student Participation, *Student School Relationship
The goal of civic education, as discussed in this paper, is responsible political activism. Although the word activism tends to conjure a negative image of a revolutionary student body for some, the term is used here to express active participation in the decision making process, respect for others' opinions, and upholding one's beliefs. In this view, education should approve of and encourage student activism. Schools, often in an effort to keep the peace, preserve the status quo regardless of the issue and opt for passivity of students. Activism then, can be explained, not by school activities but, rather, by out of school experiences. When a credibility gap exists between schools and students, activism may be a reaction not only to education, which often ignores social problems and ills of today, but also to schools which do not reflect participatory democracy. If civic education is to effect responsible student activism positively, it needs to provide curricular content reflecting the reality of political and social life and, further, to furnish a model of active and mindful civic behavior worthy of emulation, encouraging and providing a climate for student participation within school walls. (SJM)

ED 073 021 SO 005 375
Murphy, Margaret M.
Social Studies Instruction in a Non-Classroom Setting.
Pub Date 21 Nov 72
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consumer Education, *Informal Organization, Models, *Open Education, *Public Affairs Education, *Social Studies
Certain areas in the social studies can be effectively taught in a non-classroom setting. This experiment determined if, in a supermarket situation, consumer preferences (as measured in sales figures and augmented by questionnaire data) could be altered by the addition of nutritional information to the labels of sixteen items which had moderate sales in a sample of two matched supermarkets. Two labeling methods were compared--that of the FDA (Food and Drug Administration), listing percentages of specific nutrients contained in one portion of a labeled item, with the FE (Food Equivalent), consisting of a diagrammatic comparison between nutrients in one portion of a well-known reference food. Analysis showed that the FE label was significantly more effective in promoting the sale of the more nutritious item, and that the addition of labels effected a change in consumer preference. Further, it seems safe to generalize that customers are open to some sort of educational process at the point of contact, if that contact is made in a certain

manner, illustrating the need for planning in a methodological approach. The problems of adapting content and identifying certain steps can be dealt with and, moreover, an instructional model can be designed for use in such non-classroom instruction. (Author/SJM)

ED 073 022 SO 005 377
Kohlberg, Lawrence
Moral Development and the New Social Studies.
Pub Date 23 Nov 72
Note—20p.; Speech presented at the National Council for the Social Studies, Boston, Massachusetts, November 23, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, *Cognitive Processes, Educational Philosophy, Ethical Instruction, Inquiry Training, Learning Processes, *Moral Development, Moral Values, *School Role, *Social Studies, Social Values, Speeches, Values
Identifiers—*Dewey (John), Piaget (Jean)
New social studies curricula and methods need to be adapted to fundamental aims of education - - the stimulation of cognitive and moral development. Educational implications of Piaget's work in cognitive stage development and the author's work in moral stage development are based upon the cognitive developmental transition of John Dewey, who suggested that it is the social role of schools to develop active thought toward concern for social justice. Two previously neglected themes of Dewey which are elaborated in this work on moral stages, and which may correct certain basic gaps in the new social studies, concern education as supplier of the conditions for development through the cognitive and moral stages, and ethical principles as defining the aims of social education. The most important findings in cognitive development are the verifications of Piaget's description of adolescence as the period of development of abstract, reflective thought. Although social inquiry or analytic thinking cannot be taught, its development can be stimulated and extended. Moral stages lie at the core of political and social value decisions. A moral development approach, non-indoctrinative in its objectives and methods, that is concerned about moral action as well as moral reasoning, needs to be formed. (Author/SJM)

ED 073 023 SO 005 379
Swick, Kevin J. Lamb, Morris L.
A Conceptually Based Social Studies Model for the Training of Teachers: Emphasis on Improved Racial Attitudes, Knowledges, and Activities.
Pub Date Nov 72
Note—7p.; A paper presented to The National Council for Social Studies, Boston, Massachusetts, November 22, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conceptual Schemes, Disadvantaged Youth, Human Relations, Minority Group Children, *Models, *Preservice Education, *Racial Attitudes, Racial Discrimination, Research Utilization, *Social Studies, *Teacher Attitudes, Teacher Education, Teacher Improvement
A model training program for improving racial attitudes and behaviors of future teachers is presented in this paper. The long range program goal is to help preservice students become knowledgeable, humane, and capable teachers and human beings. Although the research basis for this paper, described in document SO 005 383, indicated that racial attitudes, knowledge, and activities of every human being are developed over a lifetime, the same research study indicated that teacher education students might gain improved attitudes, increased knowledge, and some formative activities for better relating to children of all races through a training program. The main instructional components of this social studies model can provide students with: 1) knowledge about minority groups, cultural styles of life, the specific learning characteristics of minority groups, and effective teacher behaviors for working with disadvantaged groups; 2) actual practicum settings in which students can view the various social aspects of disadvantaged children; 3) value development sessions to form positive and humane value orientations toward minority groups; and 4) seminar sessions in which students can discuss issues that related to children and adults of minority groups. (SJM)

ED 073 024 SO 005 382
Wells, Elizabeth H.
An Organizational Pattern for Small Groups in an American History Course.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Pub Date [72]
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, *American History, Class Organization, Cognitive Objectives, Evaluation, *Grouping (Instructional Purposes), Grouping Procedures, Group Instruction, Group Relations, Group Structure, Inquiry Training, *Intergroup Relations, School Organization, *Small Group Instruction, Teaching Methods
A framework for approaching an issue-oriented American history course through the small group technique (grouping of 5 to 7 students) is provided in this paper. Student grouping in a cooperative style enhances affective and cognitive development and, further, allows for evaluation of each member's and group's contributions. Provided are rationale; educational objectives; suggestions for small group implementation, including information on the methods of cooperative grouping and evaluation; twenty most often asked questions about the cooperative group process with an answer to each question; training for roles in the cooperative group with responsibilities enumerated for the key roles of moderator, evaluator, assistant moderator, and teacher; and instructions for small group teams. Also included are forms to be used in small group evaluation along with a practice session rating sheet, student rating sheet for a tournament, and a guide sheet for rating. (SJM)

ED 073 025 SO 005 383
Swick, Kevin J. Lamb, Morris L.
Development of Positive Racial Attitudes, Knowledges, and Activities in Pre-Service Social Studies Teachers.
Southern Illinois Univ., Carbondale. Coll. of Education.
Pub Date Jan 72
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, Educational Research, Literature Reviews, Minority Group Children, *Preservice Education, *Racial Attitudes, Racial Discrimination, *Social Studies, *Teacher Attitudes, Teacher Education, Teacher Improvement
Information on aspects of social studies teachers' racial attitudes, knowledges, and skill in implementing relevant ethnic-racial activities in the classroom are presented. Major research studies that have examined teacher attitudes toward black and other minority group children are discussed along with information on programs that have attempted to improve teachers' cognitive-perceptual orientation to minority group children. In addition, a description of the program treatment used in this study is presented. The major findings of this study show that: 1) teacher education students hold many of the same ethnic-racial stereotypes held by the general white population; and 2) specifically designed preservice courses of study dealing with teaching disadvantaged children can provide student gains in information about minority groups and initiate racial attitude changes. The paper concludes with general recommendations and plans for future study. (FDI)

ED 073 026 SO 005 385
Stahl, Robert J. Casteel, J. Doyle
The 1970-71 Study on the Status of Pre-College Psychology in the State of Florida: Final Report.
Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date 22 Nov 72
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Research, *Educational Research, Educational Status Comparison, Educational Trends, High School Curriculum, *Psychology, Secondary Education, Surveys
Identifiers—Florida
Procedures and findings of a survey conducted in 1970-71, relative to the teaching of psychology in Florida secondary schools, are reported here. The objectives of the study were to obtain a broad range of information and relevant data pertaining to the status of psychology and to determine the needs of teachers for materials and audiovisual instructional aides which they would like to have available for use in their classrooms. A questionnaire designed and distributed to 347 Florida secondary schools, of which 217 (62.5%) returned the questionnaires, revealed that psychology as a separate course of study was taught in 140 schools; that 12,519 students were enrolled in specific psychology courses of at least one semester; 19,779 students enrolled in separate psychology courses ranging in length from six weeks to one year; the average teacher of psychology had 22.7 hours of college background in psychology and felt this was adequate; psychology courses were offered primarily as electives and offered to 11th and 12th graders; and psychological subject matter was taught in other courses. A major conclusion showed that an overwhelming number of teachers desired assistance in improving the quality of their courses, needing new and various kinds of materials and information to help them teach their courses. (Author/SJM)

ED 073 027 SO 005 386
Tornatzky, Louis G. Fairweather, George W.
Design and Implementation Skills for Social Innovation.
Pub Date [72]
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adoption (Ideas), Change Agents, Community Change, Demonstration Programs, *Diffusion, *Information Dissemination, *Innovation, Models, Program Development, *Research Utilization, *Social Change
New models of research and training combined with dissemination techniques can contribute to relevant social change. The Ecological Psychology Program at Michigan State University, a graduate training program which focuses on model building and implementation research, offers ideas on the plausability of social programming. The process would involve a new social and professional role involving the innovator, first, in the creation of an alternative subsystem model combining research and training, in a community context and designed to meet social needs, and, secondly, in implementation of the model through dissemination, diffusion, and adoption. Examples of types of research that have been completed or are underway by the faculty and staff of the program, and related problems, are discussed. Problems of implementation research focus on getting individuals and institutions to adopt social innovations. A program of research demonstrating both the model building and implementation aspects is discussed. This program, the Fairweather Community Lodge Program, was designed to be a permanent social support for released psychiatric patients. Attempts were made for adoption of the lodge program throughout the country. (SJM)

ED 073 028 SO 005 397
Freeman, Robert E.
International Organization and Peacekeeping. Teacher's Guide.
Diablo Valley Education Project, Orinda, Calif.
Pub Date [72]
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Critical Thinking, Futures, *International Education, *International Organizations, Models, *Peace, Political Science, Prediction, Secondary Education, *Social Studies, Teaching Guides, World Affairs, World Problems
The teaching guide for secondary students focuses on the structure, authority, and decision making procedures of international organizations and their ability to keep peace. Students participate in an exercise for predicting how present organizations can handle peace-threatening situations and how they can be designed to improve their peacekeeping ability. In addition, the exercise encourages students to recognize that international organizations are evolving and changing, and motivates students to investigate global issues. The guide comprises student objectives, procedures for implementing the exercise, three world organization models, a list of questions to help students clarify their understanding of the world organization model, and a list of questions in regard to how nations and a world organization react to problems. (SJM)

ED 073 029 SO 005 398
Understanding the Concepts of System and Model. Prerequisites to the Study of World Politics.
Diablo Valley Education Project, Orinda, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.
Pub Date [72]
Note—5p.; Adapted by Diablo Valley Education Project from draft materials of the World Law Fund
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary Grades, Instructional Materials, International Education, *Models, *Questioning Techniques, Secondary Grades, *Social Studies, Social Systems, *Systems Approach, *World Affairs
This exercise, designed for use by upper elementary and high school students, introduces the concepts of model and system. By examining a physical model, such as a top, the student learns the concepts of model and system which can later be applied to the study of social systems. A large system of interrelated parts is examined and the system and sub-systems analyzed. Emphasis is upon the concept formation of interdependence. Understanding of the two concepts is viewed as a prerequisite to the study of world politics in which there exists an interdependence among all nations. Objectives, a list of needed materials, and procedures are briefly stated. Sixteen questions for examination of the model are included to help students define the two concepts; analyze advantages and disadvantages for studying systems; represent a system pictorially, orally, or in writing; and recognize essential and non-essential parts and sub-systems. (Author/SJM)

ED 073 030 SO 005 400
Freeman, Robert E.
Power: A Questioning Strategy for Analyzing Power Relationships.
Diablo Valley Education Project, Orinda, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.
Pub Date Apr 72
Note—2p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Human Relations, Individual Power, *Power Structure, *Questioning Techniques, Secondary Grades, Social Studies
Nine questions provide a framework for examining and analyzing how power is used in human relationships and institutions and four questions are presented that show how to begin to apply knowledge about power learning through the previous questioning. To gain an understanding of power, students can analyze various historical situations, institutions, and classroom relationships. Films, texts, novels, personal experiences, simulations, and newspapers contain data on power relationships for examination. Content from the various social science disciplines can be examined by the questions. (SJM)

ED 073 031 SO 005 401
Bischoff, Steve And Others
Military Obligation and the Invididual, With a Focus on Conscription in the U.S. Teacher's Guide and Student Workbook. Third Draft.
Diablo Valley Education Project, Orinda, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.
Pub Date Feb 72
Note—182p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Activity Units, *Armed Forces, Citizenship, Grade 12, Instructional Materials, *Military Service, Resource Guides, Secondary Grades, Short Courses, *Social Studies Units, Teaching Guides, Values
Identifiers—Draft, *Selective Service
Designed for high school seniors, this unit, consisting of a teaching guide and instructional materials for students, focuses on the nature and meaning of the obligation of an American to his country and himself in regard to military service. Cognitive objectives are to provide students with an understanding of conscription, of the Selective Service System of the U.S., of alternative responses to military services and alternative means of providing for the national defense. Affective objectives are to help students explore the nature of their obligation to themselves and their country, of alternative positions, and of patriotism and loyalty. Activity units introduce role playing, skits, filmstrips, readings, and class discussion. The teacher's guide outlines intended content and activities for each of the twenty day class periods. Most student instruction materials are included in the workbook. Topic headings for the four parts are: The Selective Service System and Conscription in the U.S., Alternative Means of National Defense, Alternative Individual Responses to Military Obligation, and Individuals in Interaction within the Selective Service System. Appendices include other activities, tests and answers, charts, role assignment sheets and cards. (SJM)

ED 073 032 SO 005 402
Fagerstrom, Richard A. Borad, Bruce
Environmental Issues Conflict Unit. Teacher's Guide and Student Book.
Diablo Valley Education Project, Orinda, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.
Pub Date 72
Note—156p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Air Pollution Control, Concept Teaching, *Conflict, Conservation Education, *Ecology, *Environmental Education, Inductive Methods, Instructional Materials, Natural Resources, Pollution, Problem Solving, Recycling, Secondary Grades, *Social Studies Units, Teaching Guides, Values, Water Pollution Control
Identifiers—*Controversial Issues
The two separate manuals focus on environmental issues of interest to secondary students. An introductory unit deals with basic ecology and is followed by another unit that explores man's ethic toward the use of environment. Emphasis is upon two major ecological conflicts: one over the use of a wilderness area, and the other over the use of living and non-living resources of the oceans. In the third unit, students examine the right of Walt Disney productions to develop the Mineral King area of the Sequoia National Forest in California into a resort. Questions over use of the oceans are examined in the last unit, with students discussing a variety of issues ranging from oil spills and fishing rights to the division of the wealth in the oceans. Inductive methods encourage students to discover controversy through the examination and discussion of issues and through various suggested activities. Problem solving and concept learning are emphasized. The teaching guide is arranged into four major units containing several lesson plans--each including rationale, objectives, student assignment, and procedures. The lessons in the student workbook are coordinated with the guide. The teacher is provided with a tentative time schedule allowing the study to range from nine weeks to a full semesters work. (SJM)

ED 073 033 SO 005 407
Gillespie, Judy
Laboratory Activities for Civics Instruction.
Pub Date Mar 72
Note—180p.; First draft
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Activism, Activity Learning, *Civics, Decision Making, *Learning Laboratories, Political Science, *Political Socialization, *Politics, Program Descriptions, Projects, School Role, Skill Development, Social Studies, *Student Participation, Teaching Techniques, Transfer of Training
Identifiers—*High School Political Science Curriculum Project
The lab activities described in this project, designed to help students integrate knowledge with action, are presently in the early developmental stages. Providing a setting for laboratory civics instruction, the school is viewed as a micro/political system offering a series of purposive participation experiences in which a transfer of knowledge can be applied to other political systems and everyday poljtical situations. The volume is arranged into three parts. The first part, School Politics: The Laboratory Setting, offers a rationale for this particular type of political lab, discussing school as the focus of laboratory and the importance of political participation. Particular emphasis is placed on providing a framework for viewing school politics. Other topics discussed are patterns of political decision-making in the schools; patterns of leadership, participation, and communication in the schools; and political values in school politics. A major part of the volume, part two, provides laboratory activities characterized by knowledge building and skill activities concerned with building analytical, methodological, and participatory activities. Implications of the laboratory for the curriculum and the school are examined in the last part. A preliminary bibliography on materials relating to developing school laboratory activities is included. Related documents are SO 005 409 and SO 005 410. (SJM)

ED 073 034 SO 005 410
Gillespie, Judith A.
Social Science Education Consortium Newsletter. Number 14.
Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Nov 72
Note—12p.
Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (Single copies free, quantity orders $.20)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Civics, *Educational Innovation, Educational Practice, *Educational Trends, Learning Laboratories, *Newsletters, Projects, *Social Studies
Identifiers—*High School Political Science Curriculum Project
A lead article, Instructional Uses of School Political Experiences, written by Judith A. Gillespie, describes the High School Political Science Curriculum Project, the materials for which are in the early developmental stages. As has been explained in SO 005 407 and SO 005 409, the approach utilizes the school as a political laboratory. An effort is made in the project to integrate political knowledge with actual experiences. Other inclusions in the newsletter are: 1) announcement of the new SSEC Directors, Teacher Associates and new Director of ERIC/ChESS; 2) announcement of new social studies materials; 3) discussions of the SSEC Task Forces on Consultation, Dissemination, Publications, Teacher Education, and Trends in Social Science and Education; 4) a summary of the preliminary survey of the international/intercultural dimension in general education undertaken by SSEC; 5) a brief description of "Profiles of Promise," brochures on innovative social studies practices, and a list of criteria used in selecting practices for publication; 6) a report of sites selected for 1972/73 SSEC Teacher Educator Workshops; and 7) a summary of the November 1972 issue of "Social Education." (SJM)

ED 073 035 SO 005 411
Iowa History: A Guide to Resource Material.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date 72
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary Grades, Resource Guides, Secondary Grades, *Social Studies, *United States History
Identifiers—*Iowa, Regional History
The resource guide was designed to assist school administrators, classroom teachers, and librarians in developing and enriching an Iowa history program. In the first section, twelve sources of books, pamphlets, and folders available from various commissions, historical societies, The House of Representatives, Senate, and others are listed. Information on the majority of sources includes a bibliography of publications which provides annotations for many resources, and the purposes, services, and activities of organizations. Section two contains descriptions and listings of four periodicals of Iowa including an index to articles which would be of special interest to the teacher in supplementing courses in Iowa history. Audiovisual resources including films, filmstrips, maps, records, slides, and tapes are enumerated in the third section. Section four deals with the museums of Iowa. Field trips are the focus of the last section which offers general comments, a listing of Iowa historic events, a map of historic sites, and a description of a visit to the state historical building. Some of the materials listed in the guide are free, while a charge is made for others. (SJM)

ED 073 036 SO 005 429
A Teacher's Guide to Folksinging. A Curriculum Guide for a High School Elective in Music Education.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date [72]
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Awareness, Folk Culture, *Music, Musical Instruments, *Music Appreciation, *Music Education, Resource Guides, Secondary Grades, Singing, Teaching Guides
Identifiers—*Folksinging
The material in this teacher's guide for a high school elective course may be used in a variety of curriculum designs--from a mini elective to a full year course. The rationale section explains that folksinging can be a valuable activity in the classroom by: 1) presenting a mirror for the student's personality and by being a useful tool for individual development; 2) allowing students to "act out" their impressions in song and thus allowing them to gain important insights and an empathy with people and situations that might never be gained through direct experience; 3) making it possible for students to transverse history, feel the pain of social injustice, lessen inhibitions, fulfill emotional needs, test creative talent, be given an outlet to their idealistic energy, and find infinite pleasure in performing good music. Sections included in the guide are: Introduction: Philosophy and Rationale, Instructional Guidelines, Comments Concerning Equipment (folk instruments), and, A Representative Sampling of Multimedia Resource Materials (which includes books and periodicals, films, records, filmstrips and record sets, and record collections). Another document in this series is Teaching Guitar (SO 005 614). (Author/OPH)

ED 073 037 SO 005 541
Gurnoe, Katherine J.
Indian Games.
Minneapolis Public Schools, Minn.
Pub Date 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Culture, *American Indians, Bibliographic Citations, Childrens Games, Cultural Activities, Ethnology, *Games, Play, *Social Studies
Described here are ten Indian games with their rules, objects, number of players, scoring systems, and equipment requirements. A sketch of each game and its equipment is included, as is a short bibliography of books on Indians and their games. Other papers in the series from the Task Force on Ethnic Studies are SO 005 534 to SO 005 551. (OPH)

ED 073 038 SO 005 546
Gurnoe, Katherine J.
Indian Music.
Minneapolis Public Schools, Minn.
Pub Date 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Culture, American Indians, Bibliographic Citations, Cultural Activities, Dance, Ethnology, *Music, *Musical Instruments, *Social Studies, Vocal Music
American Indian music is the topic of this curriculum unit from the Task Force on Minority Cultures. After a brief introduction explaining the importance of music to the Indian people, there are sections on: 1) the instruments, which provides a description of each instrument, including the type of materials used in its construction, how the instrument was made, and how it was played; 2) the dances, with the significance given for each; and, 3) the songs, under what circumstances they were sung and by whom. A short annotated bibliography is given listing books on the songs and stories of the American Indian. Other documents in the series are SO 005 534 through SO 005 551. (OPH)

ED 073 039 SO 005 636
Nehnevajsa, Jiri
University-Urban Interface Program. Pittsburgh Goals and Futures.
Pittsburgh Univ., Pa. University Urban Interface Program.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.
Bureau No—BR-8-0725
Pub Date Feb 73
Grant—OEG-2-9-480725-1027
Note—186p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*City Problems, *Community Change, *Community Study, *Futures, *Prediction, Research Projects, School Community Relationship, Social Change, Urban Universities
Identifiers—Pittsburgh
Future community changes in Pittsburgh over the next five years are predicted in this study, the purpose of which is to determine the extent of community consensus regarding changes and the extent to which widely differing perspectives of community leaders might contribute to conflict. One hundred and six selected, prominent, community leaders responded to a questionnaire assessing the likelihood, desirability and relative importance of twenty eight potential community problems. In addition, the leaders were asked to select at least three of the issues in order to identify what needs to be done about them, what things should be avoided, whether such steps are likely in the next five year period, and which segments or organizations of the community might hold views similar to and at odds with their position, and what measures the community or university could take regarding each issue. Results included indicate that the city's leaders are intensely interested in the future of Pittsburgh, and are modestly optimistic; that many leaders do not expect much in the way of positive change, and that there is an overwhelming consensus with reference to the areas of desired change although the study concludes that a good number of responses fall outside the general agreement. Pittsburgh leaders are highly receptive to change and reveal data which can be put to practical use. (SJM)

ED 073 040 SO 005 662
Barnes, Buckley Richard
The Effects of the Position of Organizers to Facilitate Learning of Structured Anthropology Materials in the Sixth Grade.
Georgia Univ., Athens. Anthropology Curriculum Project.
Pub Date 72
Note—214p.; Ed.D. Dissertation; University of Georgia
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Anthropology, Curriculum Design, *Curriculum Research, Doctoral Theses, Educational Research, Elementary Education, Grade 6, Learning Processes, *Learning Theories, *Teaching Techniques, *Verbal Learning
Identifiers—Anthropology Curriculum Project, Ausubel, *Organizers
The purpose of the study, part of the research and curriculum development of the Anthropology Curriculum Project, was to compare the facilitative effects of pre- and post-organizers on the learning of structured anthropology materials at the sixth-grade level. Organizers were defined, in this thesis, as written material that serves the function of facilitating the incorporation and retention of subject matter. Ausubel's theory that organizers facilitate learning when presented to students in advance of materials to be learned was the basis for this study. The question posed in the study was whether there are significant differences in learning between groups using materials with pre-organizers and those using materials with post-organizers. A textbook, "Cultural Change in Mexico and the United States," was written with identical learning passages in two formats: one contained organizers at the beginning of the text and each chapter (pre-organizers), the other immediately after each chapter and at the end of the text (post-organizers). The twelve sixth grade classes which served as the experimental population were randomly assigned to two groups for separate treatments. Mean class scores were used as the unit of statistical analysis. The study did not produce evidence supporting the research hypothesis that either pre- or post-organizers facilitate learning of structured anthropology materials at the sixth grade level. A related document is SO 005 663. (Author/SJM)

ED 073 041 SO 005 663
Clawson, Elmer Ulmont
A Comparison of the Effects of Organizers on the Learning of Structured Anthropology Materials in the Third Grade.
Georgia Univ., Athens. Anthropology Curriculum Project.
Pub Date 72
Note—181p.; Ed.D. Dissertation; University of Georgia
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Anthropology, Curriculum Design, *Curriculum Research, Doctoral Theses, Educational Research, Elementary Education, Grade 3, Learning Processes, *Learning Theories, *Teaching Techniques, *Verbal Learning
Identifiers—Anthropology Curriculum Project, Ausubel, *Organizers
This dissertation report, stemming from research and curriculum development activities of the Anthropology Curriculum Project, investigates the facilitative effects of pre-organizers, post-organizers, and no-organizers on the learning of anthropological concepts in the third grade. The investigation was an outgrowth of interest in Ausubel's theory of meaningful, verbal reception learning. It was hypothesized in this study that there are no statistical differences among the adjusted mean scores of groups using materials with pre-organizers, post-organizers, and no-organizers. A student textbook, "The Changing World Today: Case Studies of Modernization in Japan, Kenya, and India," was written in three formats. In one format the organizer preceded the learning passage (pre-organizer), in another the organizer followed the learning passage (post-organizer), and in the third format only the learning passage (no-organizer) was presented. Twenty third grade classes served as the experimental population from which the classes were randomly assigned to three groups. The study was unable to produce evidence supporting the hypothesis that either pre- or post-organizers facilitate learning of structured anthropology materials at the third grade level. A related document is SO 005 662. (Author/SJM)

ED 073 042 SO 005 673
Orata, Pedro T.
Self-Help Barrio High Schools: The Story of 250,000 Students Learning Their Education and Preparing Themselves for Life.
SEAMEO Regional Center for Educational Innovation and Technology (Singapore).
Pub Date 72
Note—282p.
Available from—Eastern Universities Press Sdn. Bhd. 9-D D'Almeida Street, Singapore 1 (No price quoted)
Document Not Available from EDRS.
Descriptors—*Comparative Education, *Educational Development, Educational Finance, *Educational Innovation, Educational Objectives, Educational Problems, High Schools, *School Community Cooperation, School Community Programs, School Community Relationship, Technical Education, Vocational Education, Work Experience Programs, *Work Study Programs
Identifiers—*Barrio High Schools, Philippines, Self Help Schools
An innovative approach toward providing an opportunity for high school education in the Philippines that could also serve as a model in the developing countries is described in this volume. In small rural areas of the Philippines where education at the high school level had been unobtainable for most, communities established, supported, and operated self-help schools which are financed from sources entirely within the community, utilizing local resources and talents of local people with the parents and pupils undertaking financial support. As part of his school work in which academic subjects are coordinated with practical subjects, each child undertakes a money making project that requires one or more manual, agricultural, or commercial skills. Wages earned for carrying out the project are used for tuition and other school expenses. Existing educational facilities are maximized by making use of elementary school buildings when rooms are free, and making use of the elementary school teachers and members of the community with appropriate skills. Information is included on the goal of universal education in the Philippines; objectives, organization, and support of the high schools; teaching students to make practical and ethical use of the sciences; training students to work to earn their school expenses and to contribute to economic development; and tested solutions to ongoing problems and future prospects of barrio high schools. (SJM)

SP

ED 073 043 SP 005 968
Sharpo, Calvin
The Simeon Cadre in Formation, Summer 1970.
Spons Agency—Chicago Univ., Ill. Ford Training and Placement Program.
Pub Date [70]
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Group Activities, *Group Behavior, *Group Dynamics, Group Experience, Interaction Process Analysis, Leadership, *Participation, Program Descriptions, Program Development, Teacher Role, *Teamwork
This report explicates the concrete group development of a cadre of persons from Simeon High School, the University of Chicago, and the Board of Education in the summer sector of the Ford Training and Placement Program. The report is organized around crucial indices of group development, i.e., the problem of leadership. Data were collected from daily non-participant observation. Issues are explicated only in connection with a particular process; otherwise, they are alluded to. The procedure aids in the interpretation of the group process. Implications for the program are suggested; however, it was evident that a great deal of confusion concerning roles, objectives, and goals existed. Suggestions for the eradication of these difficulties are presented. A three-item bibliography and an appendix listing problem areas and possible methods of approaching the problems are included. (Related documents are SP 005 967 and 005 964.) (Author/MJM)

ED 073 044 SP 005 975
Schmieder, Allen
Reformese Jargon: The Language and Literature of Educational Reform.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; National Center for the Improvement of Educational Systems (DHEW/OE), Washington, D. C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jan 73
Contract—OEC-0-8-080490-3706(010)
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Definitions, *Educational Change, *Educational Practice, *Educational Trends, *Federal Government, *Glossaries, Progressive Education
This glossary of education reform jargon provides the reader with information concerning the concepts, practices, and places where change is being discussed or carried out. Emphasis is placed on educational reform and the role of the federal government in that reform. Appendixes include widely used acronyms, publications of key agencies, an extensive bibliography of publications on national educational reform, a selected bibliography of educational glossaries and directors, and statistics of trends in education. (MJM)

ED 073 045 SP 005 982
Poliakoff, Lorraine L.
Evaluating School Personnel Today.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jan 73
Contract—OEC-0-8-080490-3706(010)
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Evaluation, *Effective Teaching, Evaluation Methods, Literature Reviews, *Personnel Evaluation, School Personnel, *Student Opinion, *Teacher Evaluation
This document, an evaluation of school personnel, is based on a review of the literature on evaluation in the ERIC system. Emphasis is placed on the evaluation of school administrators, teacher evaluation by students, and the teacher's role in evaluation. A 23-item bibliography is included. (MJM)

ED 073 046 SP 005 983
Schmieder, Allen A.
Competency-Based Education: The State of the Scene.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.; National Center for the Improvement of Educational Systems (DHEW/OE), Washington, D. C.
Spons Agency—Association of Teacher Educators, Washington, D.C.; National Education Association, Washington, D.C. Div. of Instruction and Professional Development.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date Feb 73
Contract—OEC-0-8-080490-3706(010)
Note—82p.
Available from—American Association of Colleges for Teacher Education, Washington, D. C. ($3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Programs, Evaluation, *Performance Based Teacher Education, *Performance Criteria, *Performance Factors, *Performance Specifications, Standards, *Teacher Certification
This document outlines the Competency Based Education (CBE) movement in the United States. Following introductory material, this outline covers the roots of the CBE movement; distinguishing characteristics; degree of participation by states, higher education, teachers, administrators, and community; current resources; a bibliography of significant publications; major issues; and a glossary for CBE. A profile of CBE by state and a list of widely used acronyms are included. (MJM)

ED 073 047 SP 005 985
Research and Development in Teacher Education in Asia. Final Report of the Working Group Meeting on Research and Development in Teacher Education (Baguio City Philippines, January 11-20, 1972).
Philippines Univ., Quezon City. Asian Inst. for Teacher Educators.
Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date Jan 72
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Culture Lag, *Educational Development, Educational Innovation, *Educational Research, International Programs, *Non Western Civilization, *Teacher Education, Teacher Improvement, *Teacher Programs
This UNESCO-sponsored report contains innovations and program recommendations for a research-development approach to teacher education in Asia. The first section of the report deals with the problems of an educational lag in Asia, with emphasis on educational research and development in teacher education as a solution to these problems. The second section presents specific examples of research and development programs for teacher education. These examples include both long- and short-range programs with objectives, expected outcomes, and methodologies for each program. An annotated list of 10 other proposed projects are also given. The third section explains the implementation of research and development programs in teacher education. The criteria for selection of the programs are explained, and the organizational aspects are investigated. The functions of the programs are presented, and questions arising from these functions are proposed. The actual establishment of these research and development programs hinged on the consideration of these questions and the national acceptance of the answers. The necessity of international cooperation is stressed, and the aspects of funding and quality control are included. The annexes present the agenda and work schedule of the program, along with opening statements. Lists of participants, working committees, and office bearers are also included. (BRB)

ED 073 048 SP 005 987
Gleason, Gerald T.
Simulation in Inner City Teaching - A Demonstration and Evaluation.
Pub Date [71]
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Effective Teaching, *Preservice Education, *Simulation, *Teacher Attitudes, Teacher Behavior, *Teacher Education, *Teacher Education Curriculum, Teacher Response, Teaching Methods
This study provided an assessment of the effectiveness of simulation in developing attitudes, values and cognitive understanding in a teacher education program. The experimental participants were 24 undergraduates enrolled in a course on learning and development. The course consisted of demonstrations of problems faced by the teacher in the inner city classroom. The control subjects were enrolled in the nonsimulation section of the same course. The following pretests were administered to the experimental group: Educational Psychology Knowledge Test (EPK); Pupil Control Ideology (PCI); Teaching Confidence Scale (TCS); Perceived Problems Inventory (PPI); and Minnesota Teacher Attitudes Inventory (MTAI). The EPK, PCI, TCS and PPI were administered to the control group. At the end of the course, the tests were readministered to both groups; the Reactions to Simulator Training Inventory (RSTI) was given to the experimental group. An analysis of covariance was used on the pre- and posttest data. Results showed no significant differences between the two groups, however, the reactions of the participants to the simulation program were supportive. A 14-item bibliography was included. (BRB)

ED 073 049 SP 005 989
Tiemann, Ernest F.
Institute for the Preparation of Instructional Development Specialists in Community Colleges of the Southwest. Director's Report.
Texas Univ., Austin. Instructional Media Center.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-84-8908
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, Educational Development, Institutes (Training Programs), *Instructional Improvement, *Program Descriptions, *School Personnel, *Teacher Education, Teacher Workshops
This 6-week institute, developed at the University of Texas at Austin, was designed to prepare selected professional personnel from developing community colleges to serve as institutional instructional developers. Thirty-eight participants were involved in general sessions, small-groups and independent study, laboratory exercises, and clinical experiences. Site visits were used to enable participants to see the latest techniques and equipment in the institute program. Consultants were available for individual consultation. Evaluation by participants, divided into five committees, resulted in seven significant conclusions. (Appendixes include related program material.) (MJM)

ED 073 050 SP 005 992
Rosen, Sidney M.
Training Program for Community College Teachers of Minority and Low-Income Students.
Hawaii Univ., Honolulu. School of Social Work.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date 71
Note—209p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Community Colleges, *Low Income Groups, *Minority Groups, *Program Descriptions, *Teacher Education
This training program, developed at the University of Hawaii-Honolulu, was designed for community college teachers of minority and low-income students. The program emphasized the development of positive attitudes by teachers for the low-income and minority student. Intimate contact with low-income and minority families was achieved through a 4-day "live-in" experience. In addition to the "live-in" experience, four basic components comprised the training program: classroom lectures, discussion groups, writing of papers, recapitulating and analyzing the field work, and program evaluation. Evaluation of the program indicated positive results. Appendixes include related program material. (MJM)

ED 073 051 SP 005 994
Derhammer, John L. Cormier, William H.
The Effects of Training on Increased Use of and Correlation Between Higher Order Classroom and Test Questioning Behavior.
Pub Date Apr 72
Note—23p.; Paper presented at the annual meeting of the Educational Research Association, Chicago, Illinois, April 5, 1972
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Feedback, *Questioning Techniques, *Teacher Behavior, *Teacher Education, *Teaching Techniques

This controlled study investigaged the effects of training, with and without feedback, on increasing teachers' higher-order classroom and test questions and improving the correlation between these two kinds of questioning behavior. A Questions Analyzer was used to obtain the data from 12 elementary school teachers in Tennessee. Classroom and test questioning behaviors were analyzed using analysis of variance and coefficient of correlations. Results indicated that training significantly increased the incidence of, and correlation between, higher-order classroom and test questioning behaviors in both trained groups. The findings emphasize the importance of training teachers in the use of higher-order questions. (A 20-item bibliography is included.) (Author)

ED 073 052 SP 006 003

Daily, Frances M. Phillips, James A., Jr.

Phenomena and Methodology of Studying Social Structures in the Classroom.

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Environment, *Classroom Observation Techniques, *Classroom Research, *Social Structure, Student Behavior, *Student Teacher Relationship, Teacher Behavior, Teacher Influence

In this research report, classrooms are seen as affective learning environments in which human relationships expand or restrict the quality of learning. The two-part report discusses (a) fundamental differences in social structures among classrooms, as measured by the Centrality-Diffuseness Index (C-D Index); and (b) relationships between the verbal behaviors of 18 female teachers (as measured by Flanders Interaction Analysis) and the affect-rejection patterns of their 576 fifth-grade students. Significant correlations from .50 to .86 between Flanders categories and classroom social structures are discussed. The report concludes that the teacher's behavior "Acceptance of Children's Feelings" relates significantly to expanded ranges of children's social interaction and that the C-D Index should be used in more definitive research of classrooms as social systems. Nine figures explaining the results of the study are included. (Author/BRB)

ED 073 053 SP 006 007

Teacher Shortage or Surplus: That Is the Question.

Recruitment Leadership and Training Inst., Philadelphia, Pa.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Jun 72

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Needs, Occupational Surveys, *Teacher Employment, *Teacher Selection, *Teacher Shortage, *Teacher Supply and Demand

This position paper discusses the question of teacher shortage or surplus and related issues. Informal surveys were conducted by the Recruitment Leadership and Training Institute (LTI) and other major educational organizations to provide a factual basis for the study. A review of the surveys conducted by LTI and a summary of published reports are presented. A chart depicting supply and demand for beginning teachers in public schools from 1952 to 1971 and projected to 1980 is included. Following the presentation of factual data, new ways of looking at supply and demand and recommendations are suggested. Recommendations concern preservice screening and training, inservice training and evaluation, and personal administration. A postscript indicating the availability of figures and a bibliography are included. (MJM)

ED 073 054 SP 006 017

Youth Welfare Activities of the National Education Association.

National Education Association, Washington, D.C. Research Div.

Pub Date Dec 69

Note—26p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (No. 431-12910, $.75)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Career Planning, Cultural Education, Health Education, Program Descriptions, Safety Education, Social Development, *Student Welfare, *Welfare Agencies, *Youth Agencies, *Youth Opportunities, *Youth Programs

This publication lists and describes briefly the manifold activities of the National Education Association (NEA), its departments, national affiliates, and associated organizations in the field of youth welfare. Activities discussed include health and safety education, cultural and social development, extracurricular activities, career planning and preparation of youth, efforts to make school programs more responsive to the needs of students in general and of special groups of students, and association activities in which students participate. Activities are listed under the name of the sponsoring group affiliated with NEA. Recent publications, including recent articles in journals published by these groups, are also included. (Author/MJM)

ED 073 055 SP 006 018

Hixon, Lawrence B.

New York State Junior College School Paraprofessional Programs. Phase Four of A Continuing Study of School Paraprofessionals: Roles and Job Satisfaction.

State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.

Pub Date [72]

Note—100p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Programs, *Job Satisfaction, *Nonprofessional Personnel, *Paraprofessional School Personnel, Program Descriptions, *Role Perception, School Personnel

Identifiers—*New York

This document reports New York State junior colleges with paraprofessional programs in 1971-72. Four categories of junior colleges were considered: agricultural and technical colleges, community colleges (City University of New York and State University of New York) and private colleges. Completed questionnaires and college announcements were received from each institution. Data were also obtained through correspondence and telephone conversations. Programs discussed include early childhood education and care; educational or teaching aide; assistant, or associate; home, human, and community services; audio-visual technician; library service and aide; school secretary; and industrial arts. Additional information concerning anticipated programs and junior colleges permitting working paraprofessionals to register for courses on campus or at extension centers is supplied. (MJM)

ED 073 056 SP 006 029

Kaya, Esin

To Each His Own: Development of a Taxonomy of Teacher Performance Geared to Individualization Among Teachers.

Pub Date Apr 72

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, April, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Individual Needs, Staff Utilization, *Taxonomy, *Teacher Behavior, *Teacher Education, *Teaching Quality

This taxonomy of teacher performance is geared to individualization among teachers. The procedure used in developing this taxonomy involved the specification and selection of a data bank of teacher behaviors, the organization of these behaviors into a meaningful structure, a deductive process of modifying the structure to better correspond to the assumed criteria, and empirical evidence concerning the differentiation among the categories in the established structure. The initial taxonomical structure was based on six functions to be performed dealing with teacher behaviors without reference to student outcomes. The second taxonomical structure was divided into six teacher behaviors identified as student outcome or teacher outcome in both the cognitive and/or affective domains. The second structure, supported to some degree of empirical evidence, provides a framework for development of evaluation techniques and provides guidelines for individualizing teacher preparation programs and utilization of teachers in the field. (Author/MJM)

ED 073 057 SP 006 035

Whelan, Sister Mariellen

An Exploratory Study of Interaction Analysis in the College Classroom.

Pub Date [72]

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Observation Techniques, *College Teachers, Interaction Process Analysis, Teacher Behavior, Teacher Characteristics, *Teacher Evaluation, *Teacher Rating, *Teaching Techniques

This study focused on the Instructor-Group Interaction Scale, formulated by Hildebrand, Wilson, and Dienst (1971), to explore the feasibility and usefulness of an instrument for recording instructor-group interaction in the college classroom. It was hypothesized that data from the scale would (a) provide the instructor with the pattern of classroom interaction; (b) explore the relationship between an observer's categorizing of interaction and the students' evaluation of the interaction; and (c) determine the correlation between the students' evaluation of the instructor's interaction and the overall evaluation of theinstructor. Three professors were observed in a total of eight sessions. Their verbal patterns were assessed every 3 seconds on a 17 category observation form. The data compiled from this form were placed in eight matrixes which were presented in the appendix. The student evaluation form consisted of 36 items which ranked on a seven point scale. The results revealed that the matrix was a valuable instrument for some professors but a refinement of the 17 categories was indicated. Analysis of the student evaluation form offered only tentative conclusions. Four tables of statistical data were presented. (BRB)

ED 073 058 SP 006 036

Dykes, Archie R.

Training Institute for Staff Members of School Systems with Multi-Cultural Schools.

Tennessee Univ. - Memphis State Univ. Center for Advanced Graduate Study in Education, Memphis.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jun 66

Contract—OEC-6-37-017

Note—58p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Culturally Disadvantaged, Human Relations, *Inservice Education, *Integration Methods, *Racial Integration, *Teacher Education

This report describes a training institute for staff members of school systems with multicultural schools. Eighty members of the professional staffs of the Memphis City and Shelby County School Systems participated in the institute. The program was designed to relate to multicultural schools, school desegregation, and culturally disadvantaged children. Training sessions included lectures, large and small group discussions, field trips, demonstrations, and the use of audio-visual materials. Formal presentations before the entire group consumed approximately 15 hours weekly, and planned small group activities utilized approximately an equal amount of time. These activities were supplemented frequently with audio-visual materials and limited visitation to area schools engaged in the desegregation process. Participant response to the program was positive. Evidence indicated the participants became more knowledgeable and understanding of problems of the culturally disadvantaged and more willing to take positive action. Appendixes of related program material are included.) (Author/MJM)

ED 073 059 SP 006 038

Report on Experiment Girls on Boys' Interschool Athletic Teams. March 1969-1970.

New York State Education Dept., Albany. Div. of Health, Physical Education, and Recreation.

Pub Date Feb 72

Note—83p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Athletic Activities, Educational Change, *Educational Legislation, *Intramural Athletic Programs, *Nondiscriminatory Education, *Physical Education, Sex Discrimination

The primary purposes of this project were to secure information concerning (a) administrative, supervisory, and other conditions which would be detrimental to girls' participation on boys' in-

terschool athletic teams in noncontract schools, and (b) experiences and opinions of persons directly involved in the program. The participation of 100 schools from March 1, 1969 through June 30, 1970 was completely voluntary and with the approval of the state education department. The ten sports involved in this integrated athletic project were bowling, cross country, fencing, golf, tennis, gymnastics, riflery, skiing, soccer, and track. The evaluation of the project was compiled through questions and comments from principals, directors of health, physical education, and recreation, women physical educators, women supervisors, coaches, visiting coaches, boy teammates, boys from visiting teams, girl participants, parents, and physicians. A review of this information by an evaluation committee showed no basic problems arising within the project. There was no evidence of physical, psychological or social harm to the male or female participants. The types of problems cited dealt with administrative arrangements and supervision. Because of these results, the participation of girls on boys' interschool athletic teams in noncontract schools was approved by the Board of Regents on March 16, 1971. All correspondence relating to the experiment was included in the 17-page appendixes. (BRB)

ED 073 060 SP 006 039
AFT-QuEST Consortium Yearbook. Proceedings of the QuEST Consortium (April 2-6, 1972).
American Federation of Teachers, Washington, D.C.
Pub Date 72
Note—210p.
Available from—American Federation of Teachers, AFL-CIO, 1012 14th St., N.W., Washington, D.C. 20005 (No. 575; $1.00 members, $1.50, non-members)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Consortia, Educational Change, *Educational Coordination, Educational Finance, Educational Innovation, *Educational Needs, *Educational Objectives, *Teacher Participation, Teacher Responsibility

This book contains the proceedings from the QuEST Consortium held on April 2-6, 1972, which focused on problems of method and technique in teaching as well as on resource organization. The program schedule for the Consortium is presented with the following goals: (a) investigation of educational policy issues, action programs, and projects and (b) organization of the presentation of educational demands for collective bargaining. Twenty-two informational and advisory reports are presented along with six of the major speeches from the Consortium. Included also are panel discussions which investigated the following topics: teacher accountability, performance contracting, educational vouchers, national assessment, and educational experimentation. Special interest group discussions on guidance, higher education, and special education are also reported. The major conclusions of the participants of the Consortium are recorded: (a) teachers were the most articulate people at the Consortium; (b) teachers showed themselves to be the real experts at the Consortium; (c) the hinderances to educational innovations are financial and administrative; (d) involved and politically active teachers are needed to solve educational problems; and (e) teachers and effective collective bargaining contracts are necessary for educational change. (BRB)

ED 073 061 SP 006 049
Scarfe, N. V.
Can We Train Teachers Better?
Pub Date [72]
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Effective Teaching, Microteaching, *Preservice Education, *Teacher Education, *Teacher Improvement, *Teaching Programs, Video Tape Recordings

In order to improve teacher education programs, stress was placed on research and inquiry in the classroom. The results of these methods gave teachers information on the way in which children learn most effectively. The classroom was a vehicle for teachers to learn from children. Therefore, the classroom was an experimental laboratory which facilitated the learning of both teachers and students. Also stressed was the use of filmed lessons, microteaching, and simulation in teacher education programs. The study of these methods led from simple, practical experience to the more complex arrangement of planning and organizing school situations. This end result was accomplished through intensive university study with teaching demonstrations, discussions, classroom simulation, and the study of learning and behavior development in children. It is hoped that confidence and direction would, therefore, be provided to the future teacher before he undertook a full-time teaching schedule. (BRB)

ED 073 062 SP 006 051
Mohan, Madan *Hull, Ronald E.*
An Evaluation of the '72 Summer Workshop on Individualized Instruction.
State Univ. of New York, Fredonia. Teacher Education Research Center.
Pub Date Dec 72
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Objectives, *Individualized Curriculum, *Individualized Instruction, *Individualized Programs, Teacher Attitudes, *Teacher Education, *Teacher Programs

This report evaluated a 2-week summer workshop for 37 teachers, supervisors, and administrators involved in the study and implementation of individualized instruction programs in western New York. After a brief introduction, general objectives and planning procedures of the workshop were presented. Participation selection was based on a questionnaire designed to investigate backgrounds, interests, and attitudes toward individualized instruction. An assessment of this questionnaire resulted in the following areas of study covered in the workshop: overview of individualized instruction; curriculum adjustment for individualized instruction; skills training; objectives and organization of individualized instruction; systems of individualized instruction with emphasis on individually guided education, motivation, grouping, scheduling, assessment, and reporting for individualized instruction. The report presented the daily schedules of the workshop. The resulting success of the workshop was reported in two tables of data on the cognitive mastery level in each content area. The results showed an effective change in cognitive behavior in most of the participants. A post-workshop attitudinal questionnaire revealed that the participants' view of the workshop was highly beneficial. Suggestions for future workshops were made and the participant biographical and attitudinal questionnaires were included. The materials used in the workshop were also presented along with correspondence to the participants. (BRB)

ED 073 063 SP 006 053
Walker, Benjamin F. *Buchholz, Margery M.*
Learning Activity Packages.
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
Pub Date Jan 72
Note—94p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Educational Innovation, *Individualized Instruction, *Instructional Materials, *Instructional Programs, *Learning Activities

This document describes a learning activity package (LAP) as an approach to individualized instruction. Prepared by teachers, the learning activity package allows the student to progress toward stated objectives at his own pace, selecting from among learning activities those suitable to his own learning style. Included in this report are a bibliography of materials; reports by a state administrator, a principle, and a librarian; and sample LAPs prepared by teachers of Jefferson High School, Jeffersonville, Indiana. (Author/MJM)

ED 073 064 SP 006 055
Franc, Lillian H.
Problems Perceived by Seventy-Five Beginning Elementary School Teachers.
Pub Date 70
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Environment, *Educational Problems, *Elementary School Teachers, Instruction, Interprofessional Relationship, *Student Teacher Relationship, *Teacher Administrator Relationship, *Teacher Attitudes

This descriptive study concerns problems in teaching as perceived by 75 beginning elementary school teachers. Two data-gathering instruments were developed: a 10-item open-ended questionnaire and a partially structured interview guide. The responses of the questionnaire were classified according to qualitative and quantitative data. The subcategories of quantitative data were problems perceived by beginning teachers, problems perceived as most urgent, sources of help, college program as related to identified problems, teachers' organizations in relation to identified problems, and sources of on-the-job satisfaction. The three subcategories of qualitative data were problem sense, adequacy, and commitment. Results show that the problems perceived by beginning teachers include (a) instruction, (b) control and attention, (c) use of materials, (d) use of time, (e) interpersonal relationships, and (f) use of space. The study also shows that (a) the administrator is the greatest source of help, (b) teachers' organizations are generally ineffective, (c) teacher-pupil interaction gives the most job satisfaction, and (d) teacher-administrator relationship is an urgent problem. The results also indicate difficulty among teachers in coping with identified problems. Also reported is a lack of self-adequacy. However, two-thirds of the teachers saw a commitment to a larger human need as related to identified problems. Ten tables of statistical results are presented.) (BRB)

ED 073 065 SP 006 056
French, Russell L.
Developing People for Open-Space Schools.
Pub Date 72
Note—9p.; Paper Prepared for The 1972 Annual ASCD Conference, Philadelphia, Pennsylvania
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, *Educational Problems, Elementary Education, *Flexible Facilities, *Open Education, *Open Plan Schools, Primary Education, *Progressive Education, Secondary Education

Several positive actions important to planning and implementing an open-space school on the primary, middle, or secondary level are suggested. The suggestions concern a) the purpose for creating an open-space school, b) staff development and curriculum planning, c) specialized training for administrative staff, d) staff development or curriculum development workshops for potential faculty members, e) the need for a unified philosophy and statement of goals and functions, f) provision of adequate time for curriculum development, g) the need for a student development week at the start of school, h) the encouragement of community involvement, and i) the need for evaluation every month or six weeks. The appendix presents problems posed by open-space facilities. (MJM)

ED 073 066 SP 006 057
Adams, Wesley J.
Prior Teaching Experience as a Criterion in the Selection of Family Life Teachers: An Asset or a Liability?
Pub Date [70]
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Teachers, Effective Teaching, *Family Life, *Family Life Education, *Teacher Experience, *Teacher Qualifications

This study was concerned with assessing the relative importance of prior teaching experience as a criterion in the selection of family life teachers. Comparisons between experienced and non-experienced teachers were made in three areas: sex knowledge, counseling adequacy, and competency in handling family-life issues. Scores derived from each area suggest that there is essentially no measurable difference between experienced and non-experienced teachers. This finding reinforces the belief that specialized training of family life teachers is important for the future of family life education. (A six-item bibliography is included.) (Author)

ED 073 067 SP 006 063
Turk, Frederick G. *Rodgers, Mary C.*
Analysis and Synthesis of Teaching Methods. A Handbook for Future Teachers.
Pub Date 70
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Research, Higher Education, *Methodology, Secondary Education, *Synthesis, *Teacher Education, *Teaching Methods, *Teaching Techniques

This handbook reviewed various teaching methods used in the matrix of the Greco-Christian-Roman tradition and generally recognized as pedagogically important. The 28 methodologies presented in the handbook were adapted to secondary teaching, but could also be applied to teaching on the college level. The general roles of the methodologies were: (a) utilization by students in minor and major methods classes as frameworks for microlessons; (b) use by student teachers; (c) utilization by college teachers as educational models to be followed by the students. Each method was described briefly giving procedures and recommendations for their usage. Emphasis of each methodology was placed on the needs of the individual in the learning situation. A 13-item selected bibliography was included. (BRB)

ED 073 068 SP 006 067
Gregory, Thomas B.
Encounters with Teaching; A Microteaching Manual.
Pub Date 72
Note—148p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey ($3.95)
Document Not Available from EDRS.
Descriptors—*Laboratory Training, *Microteaching, *Performance Based Teacher Education, Simulation, *Teacher Education Curriculum, Teaching Experience, *Teaching Skills, Teaching Techniques
This manual introduces teaching strategies into teacher education through microteaching. The manual aided in the experimentation of accepted teaching behaviors by practicing them in classroom situations. The four basic divisions in the manual are microteaching concerns, process concerns, affective concerns, and personal concerns. The first section deals with the use of microteaching in the teaching laboratory, stressing the importance of feedback for teacher self-evaluation. The second section presents sets of problem-solving strategies which taught students to formulate questions and seek answers to them. The third section provides a set of teaching laboratory activities to develop and enhance affective teaching skills. The last section contains a teaching task which was evaluated by the teacher. This last microlesson enabled the teacher to assess the changes in his teaching behavior. A four-page bibliography and a three-page index are included in the manual. (BRB)

ED 073 069 SP 006 072
Stinnett, T. M., Ed.
Unfinished Business of the Teaching Profession in the 1970's.
Phi Delta Kappa, Bloomington, Ind.
Pub Date 71
Note—147p.
Available from—Phi Delta Kappa Educational Foundation, 8th and Union Streets, Bloomington, Indiana 47401 ($3.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Accreditation (Institutions), *Differentiated Staffs, Educational Accountability, Educational Needs, *Educational Objectives, Laboratory Schools, Opinions, *Performance Criteria, *Teacher Certification, Teacher Education
This document presents eight papers concerned with major problems facing the teaching profession and critiques of each paper by selected leaders in each specialized area. The topics covered include: the reconstruction of teacher education and professional growth programs; the expansion of the roles of laboratory schools; a review of certification and alternative suggestions; the accreditation of teacher education institutions and agencies; the meaning and application of performance criteria in staff development; the meaning and application of differentiated staffing; the need for responsibility and accountability; and the movement toward teacher autonomy in Canada. (MJM)

ED 073 070 SP 006 079
Spanjer, R. Allan
Teacher Preparation: Supervision and Performance.
Association of Teacher Educators, Washington, D.C.
Pub Date 72
Note—36p.
Available from—Association of Teacher Educators, 1201 - 16th St., N.W., Washington, D.C. 20036 ($2.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, *Performance Based Teacher Education, *Performance Criteria, *Teacher Behavior, *Teacher Education, *Teacher Supervision
This bulletin presents two papers that focus on the concept of change, modification, and improvement in teaching performance. The first paper suggests some changed roles for supervisory agents in teacher education. The notion that college supervisors have a more fruitful role to play than the traditional observation practices that have been identified with them is emphasized. The second paper presents several teaching components that could serve as a basis for developing and improving teaching skills. These components, or Interactive Teaching Functions, are linked and related to the context of the classroom. (MJM)

ED 073 071 SP 006 080
Stemnock, Suzanne K.
Evaluating the Superintendent of Schools. Educational Research Service Circular No. 6, 1972.
Educational Research Service, Washington, D.C.
Pub Date Nov 72
Note—35p.
Available from—Educational Research Service, 1201 Sixteenth St., N. W., Washington, D. C. 20036 ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Administrator Evaluation, *Board of Education Role, *Evaluation Criteria, Evaluation Methods, *Evaluation Techniques, Occupational Information, *School Superintendents, Task Performance
This report presented forms and guidelines for evaluating a superintendent of schools. Forms were contributed by Fort Worth, Texas; California School Boards Association and Association of California School Administrators; Tulsa, Oklahoma; Texas Association of School Boards; Madison, Wisconsin; Pomona Unified School District; Roseville, Michigan; Lansing, Michigan; and Wayne-Westland Community Schools, Michigan. The emphasis of the forms differed; evaluation was based on job description and performance objectives. Guidelines for evaluation were described in the report. Stress was placed on criteria to be evaluated; schedule for time, place and frequency of evaluation; discussion of strengths and weaknesses; objective evidence and rationale for basis of judgement. A five item bibliography was included. (BRB)

ED 073 072 SP 006 082
The Teacher Education Center: A Unifying Approach to Teacher Education.
Maryland Univ., College Park. Coll. of Education.
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Coordination, Educational Development, Education Majors, *Inservice Teacher Education, Student Teaching, *Teacher Education Curriculum, *Teaching Programs
This paper evaluates Teacher Education Centers developed by the University of Maryland in the District of Columbia and counties in the state of Maryland. The general purpose of the Teacher Education Center is reported as joint sovereignty over teacher education by colleges, state departments of education, schools, and associations. The program concept is discussed, with emphasis on both preservice and in-service staff development: the preservice program focuses on intensive and extensive teaching experiences for the undergraduate; the in-service program offers courses, workshops, and seminars for in-service professionals. The following personnel and their respective duties for the Center are described: coordinator, resource consultant supervisor, supervising teachers, and building principal. Preliminary research of the Teacher Education Centers indicated that (a) more socially desirable attitudes toward supervision exist in student teachers from the Center, (b) general participation in the total school program is exhibited by students from the Center, (c) Center student teachers elicit more pupil responses in the actual teaching situation, and (d) student teachers from the Center show less exhibitionism and more self-perception as teachers than non-Center teachers. Implications from these conclusions are discussed. The appendixes contain information on job descriptions and selection criteria for the Center personnel. (BRB)

ED 073 073 SP 006 087
Philpot, James C.
Resident Intern Program.
Memphis State Univ., Tenn. School of Education.
Pub Date Jun 72
Note—16p.
Available from—Memphis State University, Memphis, Tenn. 38152 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Education, *Internship Programs, *Methodology, *Program Descriptions, *Teacher Interns, Teaching Methods
The Resident Intern Program is designed to teach methods courses in concert with student teaching in elementary education for two sequential semesters. The program included two schools identified cooperatively by the Memphis City Schools and Memphis State University. Twenty-two college students, 22 clinical teachers, and four university professors participated in the program. Eight methods courses were taught during two sequential semesters: art, language arts, math, music, physical education, reading, science, and social studies. Following an overview of the program covering the objectives and goals, requirements for entering, and a description of the program, this report includes progress reports, program experiences, recommendations, and quotes from participants. A summary indicates a faovrable participant reaction to the program. (MJM)

ED 073 074 SP 006 089
Carpenter, Polly
Developing a Methodology for Designing Systems of Instruction.
Rand Corp., Santa Monica, Calif.
Spons Agency—Air Force, Washington, D.C.
Pub Date Nov 71
Note—11p.
Available from—The Rand Corporation, 1700 Main St., Santa Monica, California 90406 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, *Educational Planning, *Evaluation Methods, *Instructional Design, *Instructional Systems, Methodology, *Scheduling
This report presents a description of a process for instructional system design, identification of the steps in the design process, and determination of their sequence and interrelationships. As currently envisioned, several interrelated steps must be taken, five of which provide the inputs to the final design process. There are analysis of learner population, statement of general policy, lesson analysis, specification of strategies of instruction, and specification of design criteria. The final design process generates a description of the instructional system in terms of its time-dependent requirements for resources: personnel, facilities, materials, and equipment. The last step is a cost analysis to determine the dollar requirements for the system. These outputs will assist the educational planner in implementing new methods of instruction. (Author)

ED 073 075 SP 006 090
Outline for the Educational Extension Program.
National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.
Pub Date Oct 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Programs, *Information Dissemination, Program Coordination, *Program Descriptions, Program Design, *Program Improvement, *Program Planning
Identifiers—*National Institute of Education
This paper traces the origins of the Educational Extension Program (EEP) in the Office of Education and presents a revised conception which reflects changes to adapt the EEP to the mission of the National Institute of Education (NIE). Following a discussion of the origin of EEP, emphasis is placed on the present concepts in NIE, design of policy issues, dependent variables, independent variables, design set in social systems theory, hypotheses, sampling design, implementation schedule, funding implications, and issues which remain to be resolved. (Author/MJM)

ED 073 076 SP 006 094
Dell, Helen
The Effects of an Individualized Instruction Workshop and Its Related Follow-Up Program on the Attitudes and Behavior of Selected Elementary Teachers and Their Students: Final Report.

California State Univ., San Jose. School of Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Pub Date Nov 72
Contract—OEC-9-72-0006(057)
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary Education, *Individualized Instruction, *Inservice Teacher Education, *Student Attitudes, Teacher Attitudes, *Teacher Behavior, Teacher Education, *Teacher Workshops
The effects of an individualized instruction workshop and its related follow-up program on the attitudes and behavior of selected elementary teachers and their students were discussed in this report. Participants were teachers in a four-day workshop on individualizing instruction. The workshop included training in classroom procedures, managing physical facilities, utilizing human resources, and developing techniques for encouraging students to be self-managing. Evaluation methods, questionnaires and observation indicated a favorable change in teacher behavior. The effects of the inservice program for teachers indicated little or no affect on student attitude and independent work habits. (Appendixes of related program material and a 21-item bibliography are included.) (MJM)

ED 073 077 SP 006 114
Bowman, David L. And Others
Increasing Positive Self-Concept in Freshmen Education Students through Professional Development Seminars.
Pub Date [72]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Mental Development, *Self Concept, *Student Attitudes, *Teacher Education
The Professional Development Seminar (PDS), an adjunct to the freshman Orientation to Education class at the University of Wisconsin-Oshkosh, was a conscious attempt to develop a more positive feeling of self-worth in students enrolled in their first professional development education course. PDS provides a small group, student-oriented, discussion approach to learning where content and formal discipline is minimized so that communication and interaction among students and with an instructor in a non-threatening atmosphere is maximized. A pre- and post-test was given to participants to determine change in self-concept. Although the lack of a control group placed limitations on the study, significant gains in dimensions were associated with growth in mental health during the PDS college freshman semester. (A 4-item bibliography is included.) (MJM)

ED 073 078 SP 006 116
Faculty Research, Publications, In-Service Activities at Northeastern State College.
Northeastern State Coll., Tahlequah, Okla.
Pub Date Nov 72
Note—97p.; Volume 23
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Objectives, *Educational Programs, *Evaluation Methods, Faculty, *Program Evaluation, Publications, *Research Projects
This evaluation of Northeastern State College (N.S.C.) concerns the faculty, research, publications, and in-service activities. Research covered a) evaluation of graduates who teach in northeast Oklahoma public schools, b) a survey of training needed for business education intern teachers in terms of equipment, c) an evaluation of the speech program at N.S.C., d) the transference of attitudes from parents to their children, e) a follow-up study of 1969 N.S.C. graduates, f) the junior college transfer student at N.S.C., g) attitudes towards the speech program "before and after," h) a follow-up of black graduates, 1971, i) moonlighting by Oklahoma school teachers, j) factors influencing student's choice of attending N.S.C., and k) requirements and practices in college mathematics classes for preservice elementary teachers. Each research report included an introduction, description of purpose, design, summary, and recommendations when applicable. (MJM)

ED 073 079 SP 006 119
Bennett, Roger V.
Cardinal Principles Report: An Educational Classic.
Pub Date 72
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, *Educational Change, *Educational History, Educational Objectives, *Evaluation, *Secondary Education
Identifiers—*Cardinal Principles Report
"A Report of the Commission on Reorganization of Secondary Education" (C.R.S.E.), otherwise known as the Cardinal Principles Report, is examined in this document. Emphasis is placed on the historical origins, social and educational context, philosophical foundations, curricular implications, and evaluation of the C.R.S.E. The appendix includes the original C.R.S.E. report. Footnotes and a 20-item bibliography are included. (Author/MJM)

ED 073 080 SP 006 120
Bessent, Hattie Cage, B. N.
Richmond, Virginia Career Opportunities Program: An Assessment.
Florida Univ., Gainesville. Inst. for Development of Human Resources.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, *Low Income Groups, *Paraprofessional School Personnel, Teacher Aides, *Teacher Education, *Teacher Education Curriculum, Teacher Improvement, *Teacher Programs
This report evaluates a Career Opportunities Program (COP) in the Richmond Public School System, Virginia--one of many COP programs which train adults from model cities' neighborhoods for new careers in education. The report specifies that 150 participants served as auxiliary personnel in 32 Richmond schools and that the educational phase of the program was conducted jointly at Virginia Union and Virginia Commonwealth Universities. The program and curricula of the Career Opportunities Program (COP) are described briefly, with participant requirements for selection given. The involvement of COP with other programs for disadvantaged children is also discussed. Evaluation techniques are described particularly opinionnaires and checklists. The evaluation focused on (a) assessment of self-concept and attitudes of COP and non-COP participants toward various characteristics in the teaching process, (b) assessment of the self-concept of children in classrooms with COP and non-COP aides, and (c) comparison of ratings of university and public school staff concerning performance and personal characteristics of the COP and non-COP participants. Reported results show that (a) a gain in interpersonal adequacy for both groups was achieved; (b) COP participants' ratings on classroom organization and planning sessions with the teacher were significant as were non-COP ratings on student relationship; and (c) attitudes of COP aides, as measured by a semantic differential scale, increased significantly toward the COP.

ED 073 081 SP 006 123
Andrew, Michael D.
Teachers Should Be Human Too.
Association of Teacher Educators, Washington, D.C.
Pub Date 72
Note—31p.
Available from—Association of Teacher Educators, 1201 - 16th St., N.W., Washington, D.C. 20036 ($2.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Humanization, *Human Relations, *Interpersonal Relationship, Opinions, *Psychological Needs, *Self Concept, *Teacher Attitudes, Teacher Education
This document indicates the practices and goals needed in educational programs in order to create more humanistic teachers. To illustrate the content and methods of more humanistic teacher education, four areas are discussed: a) the development of knowledge and skill in characteristically human ways of knowledge acquisition and means of self-expression, b) the development of positive identity as a teacher, c) the development of skill in interpersonal communication and effective group process, and d) the development of a personal knowledge of children. The importance of small group encounters, phased introduction to teaching, and individualized instruction are emphasized. A 13-item bibliography is included. (MJM)

ED 073 082 SP 006 127
Burdin, Joel L., Ed. Poliakoff, Lorraine L., Ed.
In-Service Education for Rural School Personnel.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Feb 73
Contract—OEC-0-8-080490-3706(010)
Note—111p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Programs, *Inservice Teacher Education, *Models, *Rural Education, Rural Extension, Rural Schools, *School Personnel, *Teacher Education
This publication focuses on in-service education for rural teachers who are remote from universities or other training centers. Section 1 consists of three models for in-service programs presented at a writing conference by Lawrence Heldman, Edward Krahmer, and Lionel Orlikow. The models include specifications for a national organization to serve rural teachers' needs, the design of an individualized in-service program, and a voucher system. Section 2 offers the viewpoints of other conference attendants on implementing the models. Their considerations encompass power factors and the reluctant learner. In section 3, currently operating rural in-service teacher education programs are described. The programs have two characteristics in common. They serve large numbers of remotely based teachers (often in a wide geographic area) and the programs are brought to the teachers at the local sites. The publication also includes an introductory paper on today's schools, appendices with background information on rural America, a bibliography, and a summary of the proposal to the U.S. Office of Education which initiated this project. (Author)

ED 073 083 SP 006 128
Anderson, Lowell D.
A Report on the Baltimore City Funded Project on Problems of Urban Vocational Schools Using a Cross-Discipline, Team-Teaching Model for Inservice Education.
Maryland Univ., College Park. Dept. of Industrial Education.
Pub Date [72]
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Disadvantaged Youth, *Inservice Teacher Education, *Special Education, *Summer Workshops, Teaching Methods, Team Teaching, *Urban Education, *Vocational Education Teachers
This report summarized the first of two workshops for teachers of disadvantaged and handicapped students in vocational schools in the urban setting. The workshop was jointly planned by the Vocational Division of the Baltimore City Public Schools and the University of Maryland. Departments represented were special and industrial education and the institute for child study from the college of education. Goals for the workshop represented both the affective and cognitive domains of teacher behavior modification. Skills in defining instructional units using the case method, sensitivity to values of students, and attitudes of teachers were goals discussed. The methodology of the workshop involved cross-discipline team teaching which was modeled for vocational and academic teacher adoption. Evaluation of the workshops was based on participant rating of goal achievement, sponsoring and consulting agencies, and the total workshop. Recommendations for implementation of teacher developed concepts into vocational schools were made. (The related document is SP 006 167.) (Author/BRB)

ED 073 084 SP 006 139
Ille, Sister Janiece Bezzi, D. R.
Modification of Behavior: Application in Classroom Management.
Pub Date [71]
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Chaining, *Behavior Change, *Behavior Patterns, *Class Management, *Classroom Environment, *Learning Theories, Reinforcement, Stimulus Behavior, Student Behavior, Teacher Behavior

The emphasis of this research report was on modification of classroom behavior. After a brief introduction, the two main learning theories of Gestalt-field psychology and stimulus-response association were investigated. The importance of the individual in modifying his own behavior was stressed in Gestalt-field psychology. The importance of conditioning the individual was focused upon in stimulus-response association. Of classical and instrumental conditioning, the latter was emphasized because of its modification of response through either positive or negative reinforcement. The application of punishment as a negative reinforcement to achieve extinction of patterned behavior was viewed in an unfavorable light. Instead, positive reinforcement schedules were stressed. Some principles to guide the teacher in the execution of these theories were presented. Classroom control was discussed in terms of setting both course of study and classroom goals. The influence of the teacher as a model of behavior was also stressed. It is recommended that total control or domination be avoided. A two-page bibliography was included. (BRB)

ED 073 085 SP 006 143
Brunson, Quinn
Teachers and Student Aides.
Pub Date 68
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Participation, *Elementary Education, *Elementary School Teachers, Program Descriptions, Student Attitudes, *Teacher Aides, *Teacher Education

The University of North Dakota and the Grand Forks public school system developed a program to place students who were just beginning their teacher education program in elementary school classrooms. Elementary school teachers and administrators were asked to use their own judgment in deciding what duties would be most pertinent for the students and how much time they should ask students to spend on chores not directly related to classroom instruction. Students were required to maintain unstructured logs for their off-campus experience. During the third semester, a structured trial log was designed based on the data of the unstructured logs. Results of the program revealed that elementary school teachers can be relied upon to provide a variety of pertinent pre-student teaching experiences; students were not used merely to perform undesirable tasks; and it was not necessary for the teacher training institution to dictate time allotments. (Author/MJM)

ED 073 086 SP 006 144
Aubertine, Horace E.
The Renaissance of the Laboratory Schools.
Pub Date 72
Note—15p.; Paper presented at the National Association of Laboratory Schools Conference, Chicago, Illinois, February 23, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Accountability, Educational Change, *Educational History, *Laboratory Schools, *Microteaching, *Performance Based Teacher Education

This report discusses the conditions for initiating the renaissance of the laboratory schools. These conditions include the discovery of the principle of semi-conductors as electronic amplifiers, new advances in statistical methods of measurement, the development of microteaching, and the use of the accountability movement which in turn provides impetus for competency based teacher education. In order for this resurgence of laboratory schools, three conditions are necessary: a willingness to let go of the past, an analysis of existing resources and capabilities in terms of strengths and weaknesses, and a willingness to experiment to recognize that some new things will fail. (MJM)

ED 073 087 SP 006 167
Anderson, Lowell D.
A Report on the Baltimore City Funded Project on Problems of Urban Vocational Schools Using a Cross-Discipline Team Teaching Model at Carver and Mergenthaler, Summer 1972.
Maryland Univ., College Park. Dept. of Industrial Education.
Pub Date [72]
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Disadvantaged Youth, *Inservice Teacher Education, *Special Education, *Summer Workshops, Teaching Methods, Team Teaching, *Urban Education, *Vocational Education Teachers

This report summarized the second of two workshops for teachers of disadvantaged and handicapped students in vocational schools in the urban setting. The workshop was jointly planned by the Vocational Division of the Baltimore City Public Schools and the University of Maryland. The departments of special and industrial education and the institute for child study from the college of education were represented. Goals for the workshop represented both the affective and cognitive domains of teacher behavior modification. Skills in defining instructional units using the case method, sensitivity to values of students, and attitudes of teachers were goals discussed. The methodology of the workshop involved cross-discipline team teaching which was modeled for vocational and academic teacher adoption. Evaluation of the workshop was based on participant rating of goal achievement, outside agencies, and the total workshop. Implementation of recommendations from the first workshop were included. (The related document is 006 128) (Author/BRB)

ED 073 088 SP 006 171
Waina, Richard B.
Specification of Educational Objectives for System Evaluation.
Rand Corp., Santa Monica, Calif.
Pub Date May 69
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Objectives, Curriculum Development, Curriculum Planning, *Educational Objectives, *Engineering Education, *Science Curriculum, *Systems Development, Undergraduate Study

Educational objectives were developed for an undergraduate electrical engineering curriculum. The courses studied were computer programming, electrical science, electrical networks, electronic engineering, and engineering communications. The courses were analyzed in terms of purpose, content, and objectives. Definitive problems for each course were decided upon by professors responsible for each course. These problems represented the most complex types of questions a student would be able to solve after completion of the course. Therefore, these problems became the educational objectives for electrical engineering students. Each course was then described in terms of these difinitive problems. The student was evaluated in terms of his own performance, independently of the performance of other students. It was concluded that specified educational objectives served as guidelines for teachers in the selection, revision, and presentation of course materials. These objectives also acted as guidelines for the students in the assessment of goals. The major objectives of this engineering education system have paved the way for treating curriculum design as a system engineering problem. (BRB)

ED 073 089 SP 006 172
Hanushek, Eric
The Value of Teachers in Teaching.
Rand Corp., Santa Monica, Calif.
Spons Agency—Carnegie Corp. of New York, N.Y.
Report No—RM-6362-CC-RC
Pub Date Dec 70
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Classroom Environment, *Elementary School Role, Mexican Americans, Minority Group Children, *Socioeconomic Influences, *Teacher Influence, *Teacher Role

This report examined the impact of teachers and other school related factors on educational achievement in one Southern California school district. These school related factors included (a) family life, as measured by size, structure and father's occupation, (b) peer groups, (c) student's innate abilities, and (d) school itself. Protocols were gathered on 1,061 third grade students, including Stanford Achievement Test scores and information on family background from first through third grades. The following four samples were constructed for the student population: white, father's occupation manual; white, nonmanual occupation; white total; and Mexican American, manual occupation. Protocols were gathered on teachers in grades one through three, including information from questionnaires on teacher attitudes and background and scores on verbal facility tests. The results were presented statistically in five tables. Three inclusions were apparent: (a) Teaching experience and graduate education did not contribute to student achievement; (b) Different teachers and classroom composition had no effect on the achievement level of Mexican American students; (c) Differences in teachers and classrooms did effect the achievement of white students, regardless of socioeconomic status. The appendixes presented the teacher questionnaire, student information, and the characteristics of teachers and classrooms. (BRB)

ED 073 090 SP 006 180
Cotter, Katharine C.
Teacher Education in Sweden.
Pub Date [68]
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Education, Educational Development, Educational Research, *Foreign Countries, *Teacher Education, *Teacher Programs

This report, in reviewing the educational system of Sweden, discussed the traditional system of education, reforms in teacher education, methods courses and current teacher education programs. The School of Education at Malmo was presented as an example of an institute of education. Studies in pedagogics were discussed in relation to teacher education curriculum. The fields of physical education and nature study in Sweden were also reviewed. An example of Scandinavian cooperation in education was cited through the Inter-Nordic Camp School, Hillerod, Denmark. Coordination of teacher preparation programs, academic studies, and physical education were established by the attendance of student teachers, college instructors, and school children at the camp. The conclusion of the report contained comparisons between the educational systems of Sweden and the United States. (BRB)

ED 073 091 SP 006 182
DiPasquale, Vincent C.
The Gary - Indiana - Moorhead State College Project in Cooperative Urban Teacher Preparation.
Gary City Public School System, Ind.; Moorhead State Coll., Minn.
Spons Agency—Minnesota State Coll. Board, St. Paul.
Pub Date Sep 72
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Innovation, *Educational Programs, Field Experience Programs, *Program Descriptions, *Teacher Education, *Urban Education

The Gary-Indiana-Moorhead State College Project (GIMSC) in Cooperative Urban Teacher Preparation comprised a mix of professional courses in education with field and clinical experiences in the inner city. This report describes various aspects of the program including travel allowance, tuition, and costs; housing and cooperating schools; rationale and assumptions; objectives of the program; description of the project; themes of the GIMSC curriculum; project evaluation; and limitations of the project. Conclusions and recommendations indicate the need for innovative teacher preparation programs. The appendix includes a list of participants. (MJM)

ED 073 092 SP 006 184
Chang, Ming Chu
Student Teacher Reactions to Microteaching.
Pub Date 70
Note—15p.; Paper presented at National Council of Teachers of English, St. Louis, Missouri, April 8, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Laboratory Training, *Microteaching, *Preservice Education, *Student Teacher Relationship, *Teacher Attitudes, Teaching Experience, Teaching Techniques

This research investigated student teachers' reactions to microteaching through the Teacher Reaction Questionnaire. The questionnaire contained 26 structured items, one comment and three open-end questions. Responses to the 26

structured questions were statistically analyzed through principalnaxes factor analysis and varimax rotation. The resulting six factors were discussed: (a) interactions between students and student teachers; (b) interactions between student teachers and supervisors; (c) student teacher preparation time for the 1st, 3rd, and last microteaching; (d) student teacher anxiety felt for the 1st, 3rd, and last microteaching; (e) student teacher general preparation for laboratory practice in relation to anxiety felt with the 1st microteaching; and (f) student teacher specific preparation for laboratory practice. The discussion concluded that (a) as actual microteaching increased, practice time decreased; (b) as practice time increased, anxiety decreased; and (c) as preparation for laboratory practice increased, anxiety remained unchanged. Student teacher interactions with both students and supervisors did benefit from microteaching. The Teacher Reaction Questionnaire was included in the report, along with two tables of statistical data. (BRB)

ED 073 093 SP 006 185
Langer, Philip
A System for Secondary Teacher Training: Et Tu, Brute?
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Individualized Instruction, *Performance Based Teacher Education, *Secondary Education, *Student Teacher Relationship, *Teacher Education Curriculum, Teacher Programs
This paper presented an individualized, analytical and performance based secondary teacher education system. Each of the four phases was described according to a set of objectives, a contracted sequence of activities, and a discussion of the underlying rationale. Phase I, Observation, stressed the interaction of student teachers with their cooperating teachers and pupils. Phase II, Survival Skills, stressed the application of skills, concepts, and products to be employed in teaching situations. Phases III, Unit Planning, emphasized an analytical approach to teaching through a systematic development of unit plans. Phase IV, Student Teaching, provided the students with extensive and intensive teaching experiences to which previous knowledge could be applied. The importance of training program staff under this new system was emphasized, with stress on modular instruction, team teaching and evaluation. (BRB)

ED 073 094 SP 006 186
Adelman, Howard S.
Evaluating Training Programs in Special Education.
Pub Date 70
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Programs, *Evaluation, *Program Evaluation, *Special Education, *Teacher Education
The presentation encompasses a conceptualization of what is meant by evaluation and what is involved in evaluating training programs which prepare special educators. Specifically, evaluation is differentiated from research; Stake's general framework for evaluating educational programs is summarized; and a number of factors involved in conceptualizing the nature and scope of training program evaluation are considered, as are several critical problems related to such evaluation. Finally, some specific ideas are offered with reference to the evaluation of special education training programs. (A 7-item bibliography is included.) (Author)

ED 073 095 SP 006 187
The 1971 Spring Conference Report of the Ford Training and Placement Program.
Chicago Univ., Ill. Ford Training and Placement Program.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Dec 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Educational Administration, Educational Research, *Professional Education, *Program Planning, Race, Teacher Education, *Urban Schools
This report summarizes the highlights of the general and special sessions of the spring 1971 annual conference of the Ford Training and Placement Program. Funded by the Ford Foundation, this program is a coordinated effort by The University of Chicago and the Chicago Board of Education to develop better procedures for training professional staff for urban schools. Following an introduction and overview, this report covers 13 issues. These areas include goals of research and evaluation, organization and program administration, race, flexibility of the Ford Training and Placement Program Model, cadre personnel placement problems, cooperation, faculty integration, societal and professional functions, community inputs, analysis and evaluation, problems of urban education, issues and perspectives, and resource materials. (MJM)

ED 073 096 SP 006 189
Ayllon, Teodoro And Others
The Teacher's Primer of Behavior Modification Techniques. Research and Development Report, Vol. VI, No. 2.
Atlanta Public Schools, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 72
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, Behavior Development, Change Agents, *Human Relations, *Student Behavior, *Teacher Education, *Teaching Methods
This report translates the basic principles of behavior modification and presents methods which can provide viable teaching alternatives. Emphasis is placed on the basic principles of behavior modification, solution to preschool and elementary problems, and common problems in behavior modification. The case studies presented are intended to be used as models for the classroom teacher for specific problems. The appendix includes a list of possible incentives and suggested readings. (MJM)

ED 073 097 SP 006 197
Evaluative Assessment of Exemplary Pre-Service Teacher Training for Inner -City Elementary Teachers. Volume I: State of the Literature.
Contemporary Research, Inc., Los Angeles, Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Aug 72
Note—189p.
Available from—Contemporary Research, Inc., 1100 Glendon Ave., Los Angeles, California 90024 (no price quoted)
Document Not Available from EDRS.
Descriptors—Educational Facilities, *Effective Teaching, Elementary Education, Inner City, Organizational Climate, *Preservice Education, School Community Relationship, *Social Studies, *Teacher Education, *Teacher Evaluation, Teaching Techniques, Urban Education
This state of the literature report, developed by Contemporary Research Incorporated, is Volume I of an assessment of a preservice training program designed to prepare inner-city elementary teachers. The study was designed to ascertain teacher's perceptions of the problems they face, their level of competence, and the extent to which preservice training contributed to this competence. Five reports are presented in this document reviewing the literature on teacher effectiveness, the social aspects of the inner-city school environment, physical environment of the school, preservice teacher training, and inservice teacher training. (Related documents are SP 006 198, 006 200, 006 201, 006 202, 006 203, 006 204, and 006 205.) (MJM)

ED 073 098 SP 006 198
Evaluative Assessment of Exemplary Pre-Service Teacher Training for Inner-City Elementary Teachers. Volume II: Annotated Bibliography Part I and II.
Contemporary Research, Inc., Los Angeles, Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Aug 72
Note—824p.
Available from—Contemporary Research, Inc., 1100 Glendon Ave., Los Angeles, California 90024 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Effective Teaching, Elementary Education, Inner City, *Preservice Education, *Social Studies, *Teacher Education, Urban Education
Volume II of a Contemporary Research Incorporated report, designed to assess exemplary preservice teacher training programs for inner-city teachers, contains a classified indexed listing of reference materials with descriptive and bibliographic information. The bibliography concentrates on three areas: teacher training, teacher effectiveness, and the school environment. The main body of the bibliography presents annotated entries arranged alphabetically by title within the ERIC descriptor groups. Following a user's guide and annotated bibliography, an author, title, and descriptor index are presented. (Related documents are SP 006 205, 006 204, 006 203, 006 202, 006 210, 006 200, and 006 197.) (MJM)

ED 073 099 SP 006 200
Evaluative Assessment of Exemplary Pre-Service Teacher Training for Inner-City Elementary Teachers. Volume III: Research Methods and Procedures.
Contemporary Research, Inc., Los Angeles, Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Aug 72
Note—110p.
Available from—Contemporary Research, Inc., 1100 Glendon Ave., Los Angeles, California 90024 (no price quoted)
Document Not Available from EDRS.
Descriptors—Elementary Education, Inner City, Preservice Education, *Research Methodology, *Research Projects, *Social Studies, *Teacher Education, *Urban Education
Volume III of a Contemporary Research Incorporated report, designed to assess preservice teacher training programs for inner-city teachers presents research methods and procedures used to gather data. Six areas are developed: selection of programs, selection and training of interviewing staff, selection of study groups, development and description of teacher instruments, development and description of program directors' instruments, and field procedures. Appendixes include exemplary program questionnaire, training program questionnaires, and the instruments administered to teachers and directors. (Related documents are SP 006 197, 006 198, 006 201, 006 202, 006 203, 006 204, 006 205.) (MJM)

ED 073 100 SP 006 201
Evaluative Assessment of Exemplary Pre-Service Teacher Training for Inner-City Elementary Teachers. Volume IV: Inner-City Teachers: Their Problems, Competence and Sources of Competence.
Contemporary Research, Inc., Los Angeles, Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Aug 72
Note—187p.
Available from—Contemporary Research, Inc., 1100 Glendon Ave., Los Angeles, California 90024 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Educational Problems, *Elementary Education, Inner City, *Preservice Education, *Social Studies, *Teacher Education, Teaching Quality, Urban Education
Volume IV of a Contemporary Research Incorporated report, designed to assess exemplary preservice teacher training programs for inner-city elementary teachers, contains answers to the study's research questions and a brief summary of the research procedures. The main purpose of this report was to identify the sources of teachers' competence and the extent to which preservice training contributes to competence. Contents of this report cover major findings and implications, summary and conclusions, and recommendations. Appendixes of supplemental findings and program material are included. (Related documents are SP 006 205, 006 204, 006 203, 006 202, 006 200, 006 198, and 006 197.) (MJM)

ED 073 101 SP 006 202
Evaluative Assessment of Exemplary Pre-Service Teacher Training for Inner-City Elementary Teachers. Volume V: Models of Teacher Training.
Contemporary Research, Inc., Los Angeles, Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Aug 72
Note—105p.
Available from—Contemporary Research, Inc., 1100 Glendon Avel, Los Angeles, California 90024 (no price quoted)

Document Not Available from EDRS.
Descriptors—Demonstration Programs, Elementary Education, Inner City, *Preservice Education, *Program Descriptions, *Social Studies, *Teacher Education, *Urban Education
Volume V of a Contemporary Research Incorporated Report, designed to assess examplary preservice teacher training for inner-city elementary teachers, contains descriptions of the characteristics of model preservice teacher training programs. This report covers the purpose, procedures, sources of competence, description of the models, and a summary. Appendixes include program material. (Related documents are SP 006 205, 006 204, 006 203, 006 201, 006 200, 006 198, 006 197.) (MJM)

ED 073 102 SP 006 203
Evaluative Assessment of Exemplary Pre-Service Teacher Training for Inner-City Elementary Teachers. Volume VI: Inner-City Teaching Strategies.
Contemporary Research, Inc., Los Angeles, Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Aug 72
Note—204p.
Available from—Contemporary Research Inc., 1100 Glendon Ave., Los Angeles, California 90024 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Educational Problems, *Elementary Education, Inner City, *Preservice Education, Social Studies, *Teacher Education, Teaching Techniques, *Urban Education
Volume VI of a Contemporary Research Incorporated report, designed to assess exemplary preservice teacher training for inner-city elementary teachers, contains a manual for teachers of the strategies and techniques mentioned by inner city teachers for handling prevalent problems. Part I contains all of the strategies and techniques reported for each of 50 problems. These are contained in 50 tables, one for each problem. Each problem has five or six general strategy approaches for coping with that specific problem. A number of specific techniques and the number of teachers who reported each technique are listed within each strategy. Part II summarizes strategies for the most prevalent problems in inner-city schools. (Related documents are SP 006 205, 006 204, 006 202, 006 201, 006 200, 006 198, 006 197.) (MJM)

ED 073 103 SP 006 204
Evaluative Assessment of Exemplary Pre-Service Teacher Training for Inner-City Elementary Teachers. Volume VII: Summary of the Report.
Contemporary Research, Inc., Los Angeles, Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Aug 72
Note—47p.
Available from—Contemporary Research, Inc., 1100 Glendon Ave., Los Angeles, California 90024 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Elementary Education, Inner City, Preservice Education, *Program Descriptions, *Social Studies, *Teacher Education, *Urban Education
Volume VII of a Contemporary Research Incorporated report, designed to assess exemplary preservice teacher training for inner-city elementary teachers, contains a brief summary of the procedures, major findings, models of training programs, and teacher strategies reports. (Related documents are SP 006 205, 006 203, 006 202, 006 201, 006 200, 006 198, 006 197.) (MJM)

ED 073 104 SP 006 205
Evaluative Assessment of Exemplary Pre-Service Teacher Training for Inner-City Elementary Teachers. Volume VIII: Statistical Appendix.
Contemporary Research, Inc., Los Angeles, Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Aug 72
Note—57p.
Available from—Contemporary Research, Inc., 1100 Glendon Ave., Los Angeles, California 90024 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Data Analysis, *Elementary Education, Evaluation Methods, Inner City, Preservice Education, *Social Studies, *Teacher Education, *Urban Education
Volume VIII of a Contemporary Research Incorporated report, designed to assess exemplary preservice teacher training programs for inner-city teachers, contains a discussion of the data analysis techniques and additional findings. Following an introductory statement, this report covers a data analysis summary of methods and analysis interrelationships, analysis of classification, and regression analysis. (Related documents are SP 006 204, 006 203, 006 202, 006 201, 006 200, 006 198 and 006 197.) (MJM)

ED 073 105 SP 006 208
The Year-Long Teaching Internship for Initial Certification at Seattle Pacific College.
Seattle Pacific Coll., Wash. Dept. of Education.
Pub Date 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Programs, *Internship Programs, *Program Descriptions, *Teacher Education, *Teacher Interns
Identifiers—*Distinguished Achievement Award Entry
This report describes the year-long teaching internship at Seattle Pacific College (S.P.C.). Following completion of the sophomore block, a 10 quarter hour block including a daily public school laboratory experience, 75 students were placed in a year-long internship assignment in four public schools. Under the internship plan, after completion of a summer training session, the student was placed in a public school for a full day assignment for the entire academic year. The intern could earn 38-48 college credits for his internship year. Interns received a stipend comparable to a one-year tuition scholarship. (The "Brigadoon" Model, one of four school districts operating under the S.P.C. internship program, and related program material are presented.) (MJM)

ED 073 106 SP 006 209
Teaching-Learning Clinic.
Wisconsin State Univ., Oshkosh.
Pub Date 71
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Clinical Experience, Educational Programs, *Field Experience Programs, *Preservice Education, Program Descriptions, *Student Teachers, *Student Teaching, Teaching Experience
Identifiers—*Distinguished Achievement Award Entry
The Teaching-Learning Clinic, developed at the University of Wisconsin-Oshkosh, provided on-campus clinical student teaching experience. The purposes of the clinic were to create a reliable system of describing cognitive change in student teachers so such data may assist in restructuring student teaching situations based on sound theoretical foundations and to provide student teachers with opportunities and a flexible structure in which to determine their own needs. The clinic staff is composed of one University supervisor and, 12 secondary English and social studies teachers, and 60 high school juniors and seniors. evaluation of data indicated eight possibilities which are listed. Appendixes of program description material are included. (MJM)

ED 073 107 SP 006 216
A Joint Educational Venture--The Professional Semester Program.
Arizona Univ., Tucson. Dept. of Secondary Education.
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Exchange, Educational Innovation, *Intercultural Programs, Open Plan Schools, *Preservice Education, *Teacher Education, *Teacher Education Curriculum, *Teaching Experience, Team Teaching
This report contained the description and development of a secondary teacher education program at the University of Arizona. The program was based on the concept of full time involvement of the undergraduate in the public school setting. The Professional Semester Program was located in public schools serving multicultural populations of chicanos, Indians, and blacks. The criteria in the selection of participants were bilingual ability and bicultural experience. The nine objectives of the program were presented, focusing on the cooperation of university faculty members, student teachers, public school personnel, and pupils. The development of the program at Cholla High School, Tucson, Arizona was explained, with stress on the concepts of team teaching and open schools. Budgetary considerations and subjective evaluation procedures were discussed. It was concluded that the Professional Semester Program produced students with attributes of experienced teachers. (BRB)

ED 073 108 SP 006 222
Hilyer, Gail
The Educational Resource Technician: Classifications and Implications.
Pub Date 72
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, Educational Needs, *Paraprofessional School Personnel, *Task Analysis, *Taxonomy, *Teacher Responsibility, *Teacher Role
This research reviewed the role and functions of the paraprofessional in the education process. The paraprofessional was defined as an individual who worked as part of an educational team, specifically complementing the instructional role of the teacher. Five general classifications of paraprofessionals were surveyed according to: (a) title; (b) relationship with the system; (c) education and/or salary; (d) skills; (e) functions and tasks. The functions and tasks of the paraprofessional were investigated further according to: (a) planning; (b) motivation; (c) instructional sequence; (d) supervision; (e) technical assistance; (f) nontechnical assistance. Implications were made for future roles of paraprofessionals in education, emphasizing expanded needs and complexities of mass education. Current needs in education in relation to the paraprofessional were also made: (a) continued research on validation of roles; (b) objective classification of tasks; (c) relevant training programs; (d) examination of team teaching; (e) the necessity of the element of humanity in education. A 4-page bibliography was included along with appendixes on specific tasks of paraprofessionals. (BRB)

ED 073 109 SP 006 223
Mork, Gordon M. A.
A Taxonomy-Based Verbal Performance Instrument.
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Behavior Rating Scales, *Classroom Observation Techniques, Performance Factors, Student Behavior, *Student Teacher Relationship, Teacher Behavior, *Verbal Ability
The Verbal Reaction Behavior Log (VRBL) is an instrument used for identification of teacher and pupil verbal behavior. The purposes for its use are (a) an increase in pupil-teacher interaction, (b) an enhancement of indirect and pupil-centered instruction, (c) focus of attention on the logic of classroom discourse, and (d) increased use of positive reinforcement in the classroom situation. The three major verbal or instructional categories in the VRBL are cognitive, skill, and affective. These are subcategorized into (a) concepts and/or facts, (b) classifications, (c) applications, (d) directions, (e) repetitive practice, (f) varied practice or performance, (g) personal involvement, (h) positive reinforcement, and (i) negative reinforcement. Research on the VRBL has emphasized the stability of the three major categories and modification of student-teacher behavior in desired directions using both VRBL and Flanders Interaction Analysis. Research has also examined the relationship between verbal behavior and pupil achievement. Results show that verbal behavior has had a significant effect on student achievement. (Six references are included along with a copy of the VRBL.) (BRB)

ED 073 110 SP 006 225
Contemporary Trends in Teaching.
West Chester State Coll., Pa.
Pub Date [71]
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Inservice Teacher Education, Student Teachers, *Teacher Education, *Teacher Educator Education, *Teacher Programs, *Teaching Skills, Teaching Techniques
Identifiers—*Distinguished Achievement Award Entry
This entry was submitted by West Chester State College, West Chester, Pennsylvania, for

the Distinguished Achievement Award Competition sponsored by the American Association of Colleges for Teacher Education. The Office of Student Teaching at West Chester sponsored nine monthly sessions designed to help student teachers, classroom and cooperating teachers, supervisors, college instructors, and other personnel to analyze their respective teaching and learning situations. The purpose of the sessions was twofold: (a) the positive modification of teaching behavior in the larger educational community and (b) the extension of its service to all segments of the educational community. Each session concentrated on a particular skill and the participants became involved in actual teaching-learning situations. The topics of these sessions were nonverbal communication in the classroom, interaction analysis in the classroom, inquiry, computer test analysis, analysis of teaching by video tape, intergroup approach to education in a multi-ethnic society, conservation and outdoor education, technical skills in teaching, and the affective domain in the classroom. Nine elementary and secondary student teaching supervisors conducted the sessions. (The report contains description of each of the topics along with specific objectives. Nine appendixes included guidelines for the topics discussed.) (BRB)

ED 073 111 SP 006 233
Elementary Teacher Education Program.
Indiana State Univ., Terre Haute. Elementary Education Dept.
Pub Date Nov 71
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Programs, *Elementary Education, *Program Descriptions, *Student Teaching, *Teacher Education, Teaching Skills
Identifiers—*Distinguished Achievement Award Entry
The first two years of the Indiana State University Elementary Teacher Education Program (I.S.U.E.T.E.P.) emphasize the basic bachelor degree requirements so as to provide each student with a balanced and adequately developed program of general education. The last two years of the student's training stress professional education. The second phase is designed to intensify the student's examination of the teacher's task and to allow him to focus specifically on teaching children and to develop the necessary skills, abilities, and attitudes. The professional education courses are blocked into four sequential blocks. Block one occurs in freshman or sophomore years and provides initial experiences in working with children while taking course work in child psychology. Blocks two and three combine the professional methods courses. Block four involves the student in student teaching for a semester during which time he is supported by the faculty through continuing seminar work. This assistance is taken to the student, while in a live classroom situation, through the establishment of student teaching centers. (Appendixes include related program material.) (Author/MJM)

ED 073 112 SP 006 235
Teacher Education at Cardinal Stritch College.
Cardinal Stritch Coll., Milwaukee, Wis.
Pub Date [72]
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Clinical Experience, *Decision Making, *Educational Programs, Program Descriptions, *Student Teaching, *Teacher Education
Identifiers—*Distinguished Achievement Award Entry
This report describes the Five Phase Teacher Education Program developed at Cardinal Stritch College, Milwaukee, Wisconsin in 1972. The Five Phase Program provides on-going clinical experiences for students in conjunction with general education, academic concentration, and professional education course work. The phases of the program include guided observation, general aiding, decision making seminar, specific aiding, and student teaching. A discussion of administrative and personnel, students, and cooperating schools and personnel is followed by discussion of facilities and supporting services, evaluation procedures and data. A teacher education handbook is included. (MJM)

ED 073 113 SP 006 236
A Nuclear Design for Teacher Education.
Wisconsin State Univ., La Crosse.
Pub Date Nov 71
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Field Experience Programs, *Inservice Teacher Education, *Preservice Education, Program Descriptions, School Community Cooperation, *Teacher Education, *Teaching Models
Identifiers—*Distinguished Achievement Award Entry
The College of Education at the University of Wisconsin-LaCrosse has initiated a nuclear design for teacher education. The design provides two centers working in cooperation with the College of Education and the cooperating schools. The Education and Resource Center has five components: social studies, English, science, mathematics, and reading. This center, organized along subject lines, gains direct access to teachers (K-12) through the vehicles of materials and instruction practices in specialized areas of the school curriculum. The Center for Education Professions initiates and coordinates cooperative projects with schools which go beyond subject boundaries. The strategy followed by both units to effect change within the schools was to provide preservice laboratories, clinical experience, and inservice education. Evaluation indicated the design is functioning as intended and the school community relationship is stronger. (MJM)

ED 073 114 SP 006 239
Sherman, Robert R.
Tenure Under Attack: Myth and Fact in the Tenure Debate.
American Federation of Teachers, Washington, D.C.
Pub Date [71]
Note—16p.
Available from—American Federation of Teachers, 1012 14th Street, N. W. , Washington, D. C. 20005 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Effective Teaching, *Job Tenure, *Teacher Employment, *Teacher Qualifications, *Teacher Welfare, *Tenure
This report investigates some myths that proliferate in the debate surrounding the tenure issue. The major concepts covered are the origins of tenure, the protection of academic freedom, tenure as security, protection of the incompetent, the ease of obtaining tenure, a periodic review of tenure, and the lack of job availability for younger teachers. A brief summary indicates the need for tenure. (Related documents is SP 006 240.) (MJM)

ED 073 115 SP 006 267
Dupuis, Mary M., Ed. Mitzel, Harold E., Ed.
Classroom Craftsmen; Report of a Planning Conference for the NIE Planning Unit.
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Report No—NE-C101
Pub Date Nov 71
Grant—OEG-0-71-3636(515)
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Change, *Educational Improvement, Educational Quality, Educational Resources, *Inservice Education, *Teacher Education, *Teacher Role
This document is a report of a 1971 planning conference for the National Institute of Education planning unit. Three major themes were developed. The first theme indicated the need for the formation of teacher centers to meet the needs of teachers, suggest new options, couple teachers with available resources, and in doing so reinforce the notion that to be teaching one must also be learning. Emphasis was placed on the availability of resources to document the art of the craftsman and quality in education while sharpening an understanding of the art, improving the ability to communicate it, and gaining insight into the learning process as it occurs under the guidance of the craftsman. The development of a coupling between research and the classroom craftsman's intuitive use of his art is also stressed. (MJM)

ED 073 116 SP 006 268
Merritt, Daniel L.
Developing a Performance Base for Field Experiences: A Grass Roots Approach.
Pub Date 73
Note—13p.; Paper presented at the Association of Teacher Educators (Chicago, Illinois, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, *Educational Development, *Field Experience Programs, *Performance Based Teacher Education, *Performance Criteria, Performance Factors, *Teacher Education
Following a brief investigation of the need for performance objectives specifying teacher behavior, this report develops a performance base for field experience. The purpose of performance objectives in field experiences and the relationship of these objectives to the student teacher, cooperating teacher, and university supervisor are discussed in detail. The development of performance objectives for field program is based on the following considerations: identification of clientele (groups) providing performance statements about expected teacher behavior; a survey of clientele to secure goal and performance statements; preparation of performance statements based on evaluation behavior, instructional behavior, planning and organizing classroom behavior, classroom management behavior, and guidance and couseling behavior; analysis and revision; field testing the performance statements; and legitimization of performance objectives. Finally, possible problems in developing performance objectives include intrusion resistance, apathy and a complexity maze. A four-item bibliography is included. (MJM)

ED 073 117 SP 006 269
Shavelson, Richard J.
The Basic Teaching Skill: Decision Making.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—SCRDT-104
Pub Date Feb 73
Contract—OEC-6-10-078
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, Decision Making Skills, *Instructional Systems, *Student Teacher Relationship, Teacher Behavior, *Teacher Education, *Teaching Skills, Teaching Techniques
Any teaching act is the result of a decision, either conscious or unconscious. Previous research on basic teaching skills examined alternative teaching acts, such as explaining, questioning, reinforcing, without examining how teachers choose between one or another act. This paper argues that the basic teaching skill is decision making. This decision making process is examined using decision theory. Viewed from the decision theory perspective, a teacher has a choice of alternative acts. The choice may depend upon the teacher's subjective estimation of a student's understanding of the material and the usefulness of various alternatives in increasing that understanding. Research on teaching skills is reviewed, showing the application of current methodology to the study of teachers decision making. This conceptualization of the teacher as a decision maker incorporates previous research on basic teaching skills. Skills such as questioning and explaining represent the teacher's repertoire of alternative acts, while the skills of listening and hypothesis generation influence the quality of information from which the teacher estimates the student's understanding and the utility of alternative acts. One implication is that teacher training should include a decision making component that integrates the other basic skills. (Four figures and two tables of statistical data are included along with three pages of references.) (Author/BRB)

ED 073 118 SP 006 270
Di Lorenzo, Louis T.
Training and Development Programs for Educational Research Personnel for School Service. Final Report.
New York State Education Dept., Albany. Div. of Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.
Bureau No—BR-6-2705
Pub Date Jun 72
Grant—OEG-0-8-062705-3738(010)
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Coordination, Educational Innovation, Educational Objectives, *Educational Research, *Program Development, *Research Projects, *School Personnel, *Teacher Educator Education

This paper evaluated a 2-year, 60 credit program which prepared educators for research positions within the public schools. Directed by the New York State Department of Education, ten New York state universities participated in the program. Following a brief introduction, the program design and recruitment procedures were discussed. Emphasis was placed on the areas of statistics, psychometrics, design, reporting, interpreting and constructive use of findings. The program design was: (a) course work in research methodology, statistics, measurement, and psychology; (b) research demonstration practicum; (c) field experience; (d) a 1-year public school internship. The results and effectiveness of the program were discussed, stressing the positive reaction of university directors and participants. Some conclusions drawn from the evaluation were: (a) the methods used in the program were successful; (b) graduates were able to use their skills in public school environments and other educational situations; (c) placement of graduates was possible without the aid of a special state certification. Recommendations included: (a) improvement of statewide seminars; (b) more emphasis on field work with possible orientation of certain program phases toward doctoral work. Nine tables and five figures of data were presented in the text. A 43-page appendix contained required courses, summaries of internship experiences, current employment of graduates, a graduate questionnaire on attitudes and employment, and professional achievement of graduates. (BRB)

ED 073 119 SP 006 271

Howe, Trevor G.

Interdisciplinary Program and Research Experiences for the Preparation of Educational Researchers.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Higher Education Research.

Bureau No—BR-6-1750

Pub Date Nov 71

Grant—OEG-0-9-061750-4400(010)

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Programs, *Educational Researchers, *Professional Training, Research Methodology, *Research Skills, Research Utilization, *Training Techniques

This report described an Iowa State University program which trained educational researchers in a 3-year graduate program leading to the Ph.D. degree. The program provided trainees with research training in two complimentary areas of specialization: (a) educational and psychological measurement and program evaluation; and (b) educational research in computer supported learning. Each trainee was encouraged to plan, develop, experiment, implement, conduct, evaluate, and disseminate educational research in his area of specialization. The program was interdisciplinary in nature, thereby providing utilization of staff, resources and facilities. Courses in research design, methodology, statistics and computer use in research were offered to supplement courses in education. Practicum research experiences were also provided. The report contained a list of the program's graduates and their places of employment. Letters of evaluation by former students were also included. (Author/BRB)

TM

ED 073 120 TM 002 362

Steinke, Elisabeth

Standardized Foreign Language Testing in the U.S.A.

Educational Testing Service, Princeton, N.J.

Report No—ETS-Pap-191

Pub Date Aug 72

Note—41p.; Paper presented at the International Congress of Applied Linguistics (Third, Copenhagen, Denmark, August 21-26, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement Tests, Advanced Placement, *College Entrance Examinations, English, French, German, Graduate Study, Higher Education, *Language Tests, Measurement Instruments, *National Competency Tests, Secondary Grades, Second Language Learning, *Standardized Tests, Teacher Qualifications, *Test Construction, Tests

Identifiers—College Entrance Examination Board, Graduate School Foreign Language Test

Seven foreign language tests for the secondary school level, published by Educational Testing Service, Princeton, N.J., are described and discussed. These tests are: (1) Foreign Language Achievement Tests--offered by the College Entrance Examination Board for high school students in French, German, Russian, and Spanish, with emphasis on the new composite listening-reading tests offered since May 1971, and older type reading tests; (2) The Advanced Placement Test--in French Language offered by the College Entrance Examination Board to high school students who wish to enter colleges and universities with advanced placement credits for French; (3) The Test of English as a Foreign Language--offered by the College Entrance Examination Board to students of high school age or older whose native language is not English; (4) The Undergraduate Program for Counseling and Evaluation (ETS), German Test (UP Program) for the college level; (5) The Graduate Record Examinations Advanced German Test, Graduate Record Examinations Board (GRE Program) for the college level; (6) The National Teacher Examinations (ETS), French Test (NTE Program); and (7) The Graduate School Foreign Language Testing Program, Graduate Record Examinations Board, French Test (GSFLT Program). The area examination in French of the NTE program and the GSFLT (Graduate School Foreign Language Test) are also briefly discussed. An appendix provides sample test questions. (DB)

ED 073 121 TM 002 363

Crooks, Lois A., Ed.

An Investigation of Sources of Bias in the Prediction of Job Performance. A Six-Year Study.

Educational Testing Service, Princeton, N.J.

Spons Agency—Civil Service Commission, Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date 22 Jun 72

Note—118p.; Proceedings of an Invitational Conference held June 22, 1972, New York, New York

Available from—Educational Testing Service, Rosedale Road, Princeton, New Jersey 08540 ($3.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Aptitude Tests, Conference Reports, Correlation, Criterion Referenced Tests, Data Analysis, Data Collection, Ethnic Groups, Government Employees, Minority Groups, Multiple Regression Analysis, *Performance Criteria, Personnel Selection, Predictive Validity, Questionnaires, Rating Scales, Research Methodology, Speeches, Tables (Data), *Task Performance, *Test Bias, Test Results, *Test Validity

This invitational conference was convened to report the principal findings of a six-year study of possible sources of bias in the prediction of job performance. The research was conducted jointly by Educational Testing Service and the U.S. Civil Service Commission, supported by the Ford Foundation. Data were gathered on test and job performance of ethnic subgroups in three occupations in the Federal Government. The design of the study permitted a detailed analysis of the differential validity of selected aptitude tests for several kinds of performance criteria. Speakers at the conference were asked to respond to a draft of the technical report, to be published in 1973. Following an introduction to the project and a presentation of the major findings, the papers are provided. The titles and authors of the papers are as follows: "Technical Critique" by Anne Anastasi, "Implications for Employers in Government" by Raymond Jacobson, "Implications for Employers in Industry" by Lewis E. Albright, "Implications for Blacks" by Roscoe C. Brown, Jr., "Implications for Spanish Americans" by Edward J. Casavantes, "Implications for Governmental Regulatory Agencies" by Robert M. Guion, and "Implications for Future Research" by S. Rains Wallace. (Author/DB)

ED 073 122 TM 002 364

Joreskog, Karl G. van Thillo, Marielle

LISREL: A General Computer Program for Estimating a Linear Structural Equation System Involving Multiple Indicators of Unmeasured Variables.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-72-56

Pub Date Dec 72

Note—73p.; Draft

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bulletins, *Computer Programs, *Data Analysis, *Input Output, *Linear Programing, *Mathematical Models

A general computer program for estimating the unknown coefficients in a set of linear structural equations is described. In its most general form, the variables in the equation system may be unmeasured hypothetical constructs or latent variables, and there may be several measured variables or multiple indicators for each unmeasured variable. Also, the method allows for both errors in equations (residuals, disturbances) and errors in the observed variables (errors of measurement, observational errors) and yields estimates of the disturbance variance-covariance matrix and the measurement error variances, as well as estimates of the unknown coefficients in the structual equations, provided that all these parameters are identified. The method is so general and flexible that it is possible to handle a wide range of models. The model considered here is a generalization of the model considered by Joreskog (1973). (Author/DB)

ED 073 123 TM 002 366

Frederiksen, Norman Evans, Franklin R.

Effects of Models of Creative Performance on Ability to Formulate Hypotheses.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—ETS-RB-72-54

Pub Date Nov 72

Note—34p.; Draft

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Analysis of Covariance, Anxiety, Behavioral Objectives, College Students, Control Groups, *Creativity Tests, Experimental Groups, Higher Education, *Models, *Performance Tests, *Psychometrics, *Response Mode, Sex Differences, Tables (Data), Test Results, Tests, Training Techniques, Verbal Ability

Identifiers—*Formulating Hypotheses Test

The effects of sex, verbal ability, test anxiety, ideational fluency and training procedures on Formulating Hypotheses test performance were studied. Training consisted of presentation of models of "acceptable" responses that stressed either quantity or quality performance. Both the quantity and quality models were effective in modifying behavior in the expected direction. Ideational fluency was related to number of responses, and verbal ability was related to scores reflecting quality. Females were in general superior to males with respect to scores reflecting quantity of responses. Test anxiety was not significantly associated with performance. Weak evidence of treatment-anxiety and sex-vocabulary interactions was found. (Author)

ED 073 124 TM 002 367

Farrar, Carroll D.

The Social Studies Curriculum and Standardized Achievement Tests.

Pub Date Nov 72

Note—16p.; Paper presented at the Mid-South Educational Research Association, New Orleans, November, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement Tests, *Curriculum Development, Educational History, *Social Studies, Standardized Tests, *Test Construction

Curriculum developments in general from 1893 through the 1960's are first discussed, followed by curriculum developments in the social studies from 1916 to the present time. Progress in standardized social studies achievement tests dates from the early 1930's, at which time a Commission on the Social Studies attempted to apply new test techniques to the social studies. The key issues were the stating of precise objectives and the manner in which test items would be selected. Current tests are found to be of limited value

because of a lack of clarity concerning the content of social studies tests. If standardized achievement tests in the social sciences are to continue to be used, the most sophisticated systems available should be used to derive test items and achievement tests based on these instructional objectives. The development of such achievement tests could contribute to a wider acceptance of new instructional materials, and the diagnostic values of these tests could be of considerable aid to teachers and other professionals concerned with the social science programs. (DB)

ED 073 125 TM 002 368
Meredith, Keith E. Sabers, Darrell L.
Using Item Data for Evaluating Criterion Reference Measures with an Empirical Investigation of Index Consistency.
Pub Date 16 Nov 72
Note—12p.; Paper presented at Rocky Mountain Educational Research Association, November 16, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criterion Referenced Tests, Factor Analysis, *Item Analysis, Research Methodology, Speeches, Tables (Data), *Test Reliability, *Test Reviews, *Test Validity

Data required for evaluating a Criterion Referenced Measurement (CRM) is described with a matrix. The information within the matrix consists of the "pass-fail" decisions of two CRMs. By differentially defining these two CRMs, different concepts of reliability and validity can be examined. Indices suggested for analyzing the matrix are listed with their formula. Using the National Norm Group for the Primary Test of Economic Understanding, three questions were investigated: (1) What indices are consistent across samples?; (2) What indices are giving independent information?; and (3) Are these same indices consistent when sample sizes vary? The procedure and analysis used to obtain answers to the questions are given, and five tables provide the study data. (DB)

ED 073 126 24 TM 002 370
Flanagan, John C.
Project TALENT: Period Covered by Report, 1 June 1972 - 31 August 1972. Technical Progress Report No. 5.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—AIR-26500-5-72-TPR-5
Bureau No—BR-0-0742
Pub Date Aug 72
Grant—OEG-0-71-3459
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Choice, *Data Collection, *Information Dissemination, *Information Processing, *Questionnaires, Secondary Grades, Technical Reports
Identifiers—*Project TALENT

This progress report on Project TALENT, covering the period 1 June 1972 - 31 August 1972, contains five sections. The sections are as follows: I. Major Activities during This Quarter (reports on 73 different tasks); II. Activities Planned during the Next Quarter (related to 9 tasks); III. Utilization, Dissemination, and Recognition of Outcomes of Activities; IV. Compliance with Requirements; and V. Staff Summary. The project work concerns data collected from 9th, 10th, 11th, and 12th grade students and by use of questionnaires, administered at varying times, in relation to careers, processing the data, and publishing and disseminating the data. (DB)

ED 073 127 TM 002 371
Nongraded Primaries in Action. [A Guide for Observing Classroom and Classroom Teaching in Nongraded Schools.]
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Observation Techniques, *Guides, *Nongraded Primary System, Primary Grades, *Rating Scales, Resource Materials, *Teacher Evaluation

This document is a guide for observing classrooms and classroom teaching in nongraded primary schools. The guide was developed to assess classroom teaching as distinguished from teaching the special area of art, music, etc. Twenty-three items are included in the instrument, which are subsumed under six major headings: I. Identifying Individual Differences; II. Pacing Instruction; III. Materials of Instruction Available; IV. Library Services; V. Adjusting Learning Time; and VI. Classroom Organization. Instructional practices illustrating each category are provided to aid the observer. Directions for the use of the guide are given, and how to complete the rating sheet provided is indicated. (DB)

ED 073 128 TM 002 372
Linn, Robert L.
Some Implications of the Griggs Decision for Test Makers and Users.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RM-72-13
Pub Date 11 Nov 72
Note—16p.; Paper presented at the Conference on Equal Employment Opportunity and Psychological Testing, New York, November 11, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Court Litigation, Culture Free Tests, Employment Qualifications, *Equal Opportunities (Jobs), Minority Groups, Negroes, *Personnel Selection, Promotion (Occupational), *Test Bias, *Test Construction, *Test Selection, Test Validity
Identifiers—*Civil Rights Acts of 1964 Title VII

The "Griggs vs. Duke Power" decision of the Supreme Court specifies that job relatedness is the only lawful reason for using tests for the purpose of selection when their use results in the disproportionate exclusion of minority group members. One of the main implications of the "-Griggs" decision for the test producer and user alike is a renewed emphasis on sound practices of employee selection. The producer of employment tests must put more effort into job analysis activities, criterion development activities, and criterion related validity studies. Another general concern for the test publisher is about certain characteristics of the test or its administration that are irrelevant to the specific abilities being measured but which depress scores for members of one group. Another consideration is that of differential validity studies. There is more than one reasonable definition of test fairness, and these definitions are in conflict; thus, competing values must be weighed. The test maker cannot resolve the problem of competing values, but he can provide the test user with information that will make explicit the value implications of various uses of tests. Two figures illustrate Thorndike's alternate definition of culture fairness. (DB)

ED 073 129 TM 002 373
Maier, Milton H.
Effects of Educational Level on Prediction of Training Success with the ACB (Army Classification Battery).
Behavior and Systems Research Lab. (Army), Arlington, Va.
Report No—BESRL-TRN-225
Pub Date Jun 72
Note—35p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-746 994, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Analysis of Covariance, *Aptitude Tests, *Educational Background, *Military Training, *Predictive Ability (Testing), *Screening Tests
Identifiers—ACB, *Army Classification Battery

The publication reports on a statistical analysis of educational level as it affects the prediction of enlisted performance in Army training courses. Samples of the men at each of four educational levels were formed: non-high school graduation, high school graduation, some college, and college graduation. Using the Gulliksen-Wilks analysis of covariance, ACB test scores and final training course grades were analyzed for the various samples to determine whether the predictors are equally effective for the different educational groups. Results of the present analysis suggest that for the less-well-educated, the ACB measures predict higher training performance than the individual is likely to achieve. On the other hand, the likely performance of the college graduate tends to be underestimated. Finds further suggest that effectiveness in predicting training performance could probably be improved by including level of education in the aptitude area composites used in classification. (Author)

ED 073 130 TM 002 374
Vineberg, Robert Taylor, Elaine N.
The Interchangeability of Job Sample Tests and Job Knowledge Tests in Four Army Jobs.
Human Resources Research Organization, Monterey, Calif. Div. 3.
Spons Agency—Department of the Army, Washington, D.C.
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correlation, *Job Skills, Military Personnel, *Multiple Choice Tests, *Performance Tests, Skill Analysis, *Task Performance
Identifiers—United States Army

Extensive job sample tests and multiple choice job knowledge tests were administered to approximately 370 men in each of four Army jobs: Armor Crewman, Repairman, Supply Specialist and Cook. Representative tasks in each job were analyzed and skill requirements were identified. This analysis and the correlations between job sample scores and job knowledge scores supported the proposition that knowledge tests are valid for measuring proficiency in jobs where skill components are minimal and where knowledge tests are carefully constructed to measure only information which is directly relevant for performing that job. (Author)

ED 073 131 TM 002 375
Williams, Robert L.
The Problem of the Match and Mis-Match in Testing Black Children.
Pub Date [70]
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Correlation, *Culture Free Tests, *Negro Students, Predictive Validity, *Psychometrics, *Test Bias, Testing

Ability tests in use today and the educational programs of the schools are examined from a Black perspective. It is stated that it is incumbent upon educators to develop appropriate learning experiences in the classroom which relate to the Black child's background experiences. The following issues are raised: (1) I.Q. tests (predictor variables) are biased in favor of white children and against Black children, (2) educational programs (criterion variables) are biased against Black children, (3) the structural similarity and content of items in educational program and ability tests are near isomorphic or point to point, (4) statistical prediction is based on the relationship observed between predictor variables (ability tests) and criterion variables (scholastic performance). Correlational statistics involves the relationship between two variables only--the better the match between the two variables, the higher the correlation and the better the predictive power is likely to be; when the match between the two variables is poor, the correlation and predictive power are also poor. It is stated to be a well-known fact that ability tests, i.e., predictor variables, are biased in favor of native-born white American children. It is contended that the school system has served as a biased criterion and is related to the biased predictor. Using test bias as moderators for both predictor and criterion variables, the fallacies of previous studies involving Black children are pointed out. (DB)

ED 073 132 TM 002 376
Reilly, Richard R.
Empirical Option Weighting with a Correction for Guessing.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-72-59
Pub Date Dec 72
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correlation, Data Analysis, Guessing (Tests), Mathematical Applications, Research, *Scoring Formulas, *Test Construction, *Test Reliability, *Test Validity
Identifiers—Graduate Records Examination

Because previous reports have suggested that the lowered validity of tests scored with empirical option weights might be explained by a capitalization of the keying procedures on omitting tendencies, a procedure was devised to key options empirically with a "correction-for-guessing" constraint. Use of the new procedure with Graduate Record Examinations data resulted in smaller increases in reliability than those observed when unconstrained procedures were used, but validi-

ties for quantitative subforms were not appreciably lowered. Validities for verbal subforms were lowered slightly, however. (Author)

ED 073 133 TM 002 377
Hunt, Thomas C. Weber, Larry J.
A Comparison of Cognitive and Attitudinal Outcomes of Two Methods of Teaching Social Foundations of Education Classes.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.
Pub Date [69]
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Covariance, *Attitude Tests, *Cognitive Tests, Comparative Analysis, Control Groups, *Course Evaluation, Educational Research, Experimental Groups, Questionnaires, *Student Testing, *Teaching Techniques, Test Results, Tests of Significance
Increased student demand for foundations courses, coupled with a lack of qualified staff, made it necessary to provide workable alternatives to traditional instruction. Substantial adjustments could not be made until the efficacy of the new methods could be documented. The study compared cognitive and attitudinal outcomes of two types of classes, a traditional one of 38 students (the control group), which met three times weekly for periods of 50 minutes each, and an experimental group of 90 students, which met twice weekly for 50 minutes at 7:00 p.m., and once weekly for 50 minutes in groups of about 15. The nature of the cognitive comparison was an objective test based on a text common to both groups. The test was administered prior to and after instruction, and results were analyzed by the analysis of covariance technique. Attitudinal comparisons were made in general evaluation of the course, method of instruction, course content, interest, instruction, time schedule and development of concepts and ideas. Analysis of covariance results revealed that no significant difference existed between the two groups on cognitive goals. Tests for significant differences between proportions were conducted for comparisons on attitudinal components. A significant difference in favor of the experimental group was found in the method of instruction, whereas a significant difference in favor of the control group was found in the time convenience category. (Author)

ED 073 134 TM 002 378
Beisenherz, Paul C.
What Instructional TV Research Says to the Researcher.
Pub Date 10 Nov 72
Note—11p.; Paper presented at the annual meeting of the Mid-South Educational Research Association (First, New Orleans, Louisiana, November 10, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Educational Research, *Educational Television, *Evaluation Criteria, Measurement Techniques, *Research Needs, *Research Reviews (Publications)
Limitations in past research in educational television and guidelines for conducting more fruitful future research are identified. The current practice of utilizing few, if any, common criterion measures of effectiveness presents difficulties in the attempt to generalize from current research on ETV. An important initial effort in attempting to improve research in ETV would be to isolate those factors in the learning situation that might produce changes in the behavior of pupils viewing television. It would seem appropriate that an attempt be made to measure the question-asking behavior of both the studio teacher and the classroom teacher involved in the establishment of learning experiences for a particular group of pupils. Based on an evaluation of the literature and the author's research, the following recommendations for future research are proposed: (1) Teachers selected for participation in studies utilizing ETV should volunteer and/or have a favorable attitude toward the use of ETV; (2) Eliminate comparison studies, e.g., TV science versus non-TV science instruction; (3) Increase emphasis on developmental (formative) research that can aid in the design and implementation of the particular TV series--selection of evaluative instruments that measure each specific program objective, increased emphasis on measure of verbal and non-verbal behavior of studio and classroom teachers, and increased emphasis on measures of verbal and non-verbal behavior of students receiving TV instruction. A 20-item bibliography is provided. (DB)

ED 073 135 TM 002 379
Gibney, Thomas
Evaluation of 1970 Summer Institutes for Secondary School Teachers of Sciences and Mathematics Programs.
Toledo Univ., Ohio. Center for Educational Research and Services.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 15 Jul 71
Note—179p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Research, *Instructional Improvement, Mathematics Teachers, *Program Evaluation, Questionnaires, Science Teachers, Secondary School Teachers, Statistical Data, Summer Institutes, Tables (Data), *Teacher Characteristics, *Teacher Education
To determine the impact of Summer Institutes on the professional activities and competence of the participants, a questionnaire was sent to 5,452 participants of 1970 Summer Institutes approximately 16 months after they had returned to their classrooms. Completed questionnaires were returned by 4,476 participants. Several demographic characteristics of participants were obtained, and detailed analyses are provided for many of these characteristics. More than two-thirds of the respondents stated that new curriculum materials had been implemented in their classroom, either in whole or in part. Approximately one-third of the participants reported that a change in assignment or status had occurred because of their institute attendance. The participants perceived that inservice education would best serve to bring about classroom improvement. Included in the report and its appendices are discussions of the extent of constructive action taken in the classroom, as well as feelings of professional growth resulting from institute attendance; the actual subjects taught and teaching loads are also presented. Previous participantion in NSF institutes is analyzed in detail by age, sex, and extent of previous institute experience. Numerous tables and eight appendixes are included. (For related documents, see TM 002 380, 381.) (DB)

ED 073 136 TM 002 380
Gibney, Thomas
National Science Foundation 1970 Summer Institute Participant Questionnaire.
Toledo Univ., Ohio. Center for Educational Research and Services.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 15 Jul 71
Note—7p.
Available from—Not available separately, see TM 002 379
Document Not Available from EDRS.
Descriptors—*Program Evaluation, *Questionnaires, *Summer Institutes, *Teacher Attitudes
This is the NSF 1970 Summer Institute Participant Questionnaire, consisting of seven sections with a total of 105 items, and its covering letter. (For related documents, see TM 002 379, 382.) (DB)

ED 073 137 TM 002 381
Gibney, Thomas
Levels of Work of 1970 Summer Institutes. Appendix B.
Toledo Univ., Ohio. Center for Educational Research and Services.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 15 Jul 71
Note—1p.
Available from—Not available separately, see TM 002 379
Document Not Available from EDRS.
Descriptors—*Instructional Design, *Summer Institutes, *Teacher Background, *Teacher Education
This appendix lists the planned level of work by the participants in the Summer Institute courses. These levels were coded from 0 through 5 in relation to the following definitions: work at level of introductory course; work at level normally requiring approximately a year of prior study of basic subject matter; work at level normally requiring about 2 years; work a level normally requiring about 3 years; work at level comparable to that of the usual subject-matter course for advanced undergraduates or beginning graduates; and work at level comparable to that of the usual graduate courses. If the arithmetic average of the levels indicated for an institute was 2 or less, it was designated a Level A institute; if more than 2, it was designated a Level B. This allowed comparisons among participants with varying academic backgrounds. (For related documents, see TM 002 379-380.) (DB)

ED 073 138 TM 002 382
Cook, Thomas D.
Secondary Evaluations.
Pub Date 8 Sep 72
Note—13p.; Paper presented at the American Psychological Association meeting, Hawaii, September 8, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Analysis, *Data Analysis, *Evaluation Methods, *Program Evaluation, Technical Reports
Secondary evaluations, in which an investigator takes a body of evaluation data collected by a primary evaluation researcher and examines the data to see if the original conclusions about the program correspond with his own, are discussed. The different kinds of secondary evaluations and the advantages and disadvantages of each are pointed out, and the particular advantage of one kind of secondary evaluation which is likely to be relatively comprehensive in scope is discussed. What secondary evaluations can and cannot accomplish is noted, and some specific steps that could be taken to increase the frequency and quality of secondary evaluations in the future are outlined. (Author/DB)

ED 073 139 TM 002 383
Donovan, David And Others
Objectives and Procedures: The First Report of the 1972-73 Michigan Educational Assessment Program.
Michigan State Dept. of Education, Lansing.
Pub Date Oct 72
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, Data Analysis, Data Collection, *Educational Improvement, Educational Objectives, Evaluation Criteria, Grade 4, Grade 7, *Management Systems, Mathematics, Objective Tests, Reading, *State Programs, Student Testing, Test Construction, *Testing Programs
Identifiers—*Michigan Educational Assessment Program
The objectives of the Michigan Educational Assessment Program for 1972-73 are: (1) to provide State officials and citizens with information which contributes to an understanding of the educational needs of the State's school children and to the analysis of the educational system's response to these needs; (2) to provide citizens and educators with information regarding the public school districts and schools, the children's needs, and the district's responses to these needs; (3) to provide school districts with basic information regarding students to help students, parents, and educators assess their progress; and (4) to provide citizens with information regarding the progress of the Michigan educational system as a whole and the progress of its school districts and schools over a period of years. The methodology to be used in accomplishing these objectives is an educational management system, known as the accountability model, which has six basic components: (1) identification of common goals, (2) establishment of performance objectives, (3) assessment of needs, (4) analysis of delivery systems, (5) evaluation, and (6) recommendation for improvement. Procedural issues concern: who will conduct the program, who will be included in the program, which fourth and seventh graders will be given the assessment battery, how long it will take to administer the battery (word relationships, reading, mechanics of written English, mathematics, and composite achievement), steps being taken to assure some degree of standardization in administeration, who will administer the battery, when it will be administered, etc. (DB)

ED 073 140 TM 002 384
Research Department Activities, 1971-1972. Supplementary Research Report Number 123.
California Teachers Association, Burlingame. Dept. of Research.
Pub Date Aug 72

Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Collection, *Educational Research, *Information Dissemination, *Professional Associations, Publications, *Research Reviews (Publications), *Teacher Associations
Identifiers—*California Teachers Association
Activities of the Research Department of the California Teacher Association (CTA) during 1971-1972 are categorized into the following areas: (1) Publication of Research Bulletins, Supplementary Research Reports, Research Resumes and Special Research Reports; (2) Handling of information requests through the department's Research Information Service; (3) Sponsorship of the California Advisory Council on Educational Research, conduct of the Annual State Conference on Educational Research, and publication of the California Journal of Educational Research; (4) Maintenance of an up-to-date Research Library and information center for use by CTA Staff, individual members, affiliates, and governmental agencies; and (5) Conduct of cooperative and special projects with other educational agencies including CTA Sections, CTA chapters, affiliates, governmental agencies, and candidates for advanced degrees. Reports of studies and surveys made by the Research Department of CTA under the auspices of the California Agency for Research in Education (C.A.R.E.) are listed in the appendix of this report. During the year, the Research Department produced 18 major research reports and 4 supplementary research reports, as well as Special Research Reports. Through its Research Information Service, the department processed 895 information requests during the year. Tables illustrate how the requests were made, subjects covered, by whom made, and what was done to answer the request. Appendices provide lists of the various publications produced during 1971-1972 by the Research Department. (DB)

ED 073 141 TM 002 387
Ebel, Robert L.
Test Development, Interpretation, and Use.
Educational Testing Service, Princeton, N.J.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—ERIC-TM-19
Pub Date Feb 73
Note—10p.; 1972 AERA Conference Summaries
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Measurement Instruments, *Measurement Techniques, Speeches, *Test Construction, *Test Interpretation, *Test Reviews
The 54 papers related to test development, interpretation, and use that were presented at the 1972 AERA Conference are reviewed. The papers were classified into 11 categories, as follows: A. What to measure--educational objectives; attitude measurement; and creativity; B. How to measure--item types; test development; response modifications; confidence weighting; semantic differential and observational techniques; and C. Test use--testing programs; and test bias. A listing of the papers reviewed, their authors, and, when applicable, the ED numbers concludes the summary. (DB)

ED 073 142 TM 002 388
Penfield, Douglas A.
Educational Statistics.
Educational Testing Service, Princeton, N.J.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—ERIC-TM-18
Pub Date Feb 73
Note—11p.; 1972 AERA Conference Summaries
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Data Analysis, *Educational Research, *Mathematical Models, Speeches, *Statistical Analysis, *Statistics
The 30 papers in the area of educational statistics that were presented at the 1972 AERA Conference are reviewed. The papers are categorized into five broad areas of interest: (1) theory of univariate analysis, (2) nonparametric methods, (3) regression-prediction theory, (4) multivariable methods, and (5) factor analysis. A list of the papers reviewed, their authors, and, when applicable, the ED numbers concludes the summary. (DB)

ED 073 143 TM 002 389
Davis, Frederick B.
Criterion-Referenced Measurement.
Educational Testing Service, Princeton, N.J.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—ERIC-TM-17
Pub Date Feb 73
Note—8p.; 1972 Aera Conference Summaries
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, Conference Reports, *Criterion Referenced Tests, *Educational Research, *Evaluation Methods, *Measurement Instruments, Speeches, Tests
Eight papers on various aspects of criterion-referenced measurement presented at the 1972 AERA Conference are reviewed. A list of the papers reviewed, their authors, and, when applicable, the ED numbers is provided. In addition, 10 references considered as valuable are provided. (DB)

ED 073 144 TM 002 390
Beers, Joan S.
Educational Evaluation.
Educational Testing Service, Princeton, N.J.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—ERIC-TM-16
Pub Date Feb 73
Note—8p.; 1972 AERA Conference Summaries
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Educational Research, *Evaluation Methods, *Mathematical Models, *Program Evaluation, Speeches
The 50 papers on educational evaluation presented at the 1972 AERA Conference are reviewed. The papers were classified into four categories: Theory and Methodology, Empirical Models, Empirical Studies, and Nationwide Evaluation and State Assessment. A list of the papers reviewed, their authors, and, when applicable, the ED numbers concludes the summary. (DB)

ED 073 145 TM 002 391
Evaluation of the State of Georgia's Governor's Honors Program.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.; Georgia Univ., Athens. Coll. of Education.
Pub Date Oct 72
Note—208p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Behavioral Objectives, Curriculum Design, Data Collection, Educational Objectives, *Evaluation Methods, *Honors Classes, Participant Characteristics, *Program Evaluation, Questionnaires, Rating Scales, Secondary Grades, *Statistical Data, Student Attitudes, Student Evaluation, Tables (Data), *Talented Students, Teacher Attitudes
Identifiers—*Georgia Governors Honors Program
The Georgia Governor's Honors Program (GHP), an intense 8-week summer program for academically and artistically gifted incoming high school juniors and seniors, was evaluated. Areas of the program investigated were: (1) nature and effectiveness of the instructional experiences, (2) post-program behavior for both faculty and students, which were judged related to the summer experience, and (3) personality and life-history characteristics of attendees. Four major types of evaluation studies were undertaken: Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation. The bulk of the report discusses the four evaluation studies. The 21 conclusions reached as a result of the studies are provided. In general, it is believed that the general thrust of the program has successfully aimed at providing an enriching experience for talented adolescents. It is felt, however, that the program has been less successful in (1) providing innovative impetus toward the local development of methods and materials for the gifted, (2) offering a training ground for prospective teachers and counselors of the gifted, and (3) undertaking a meaningful and continuous program of relevant research. Staff recommendations concerning student selection and the program and student program recommendations, comments and suggestions are provided. Fifty tables provide the evaluation data and instructional objectives. In addition, there are 11 appendixes to the report. (For related documents, see TM 002 392-399.) (DB)

ED 073 146 TM 002 392
Selection and Interview Forms for Nomination Area Committees. Appendix A.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.; Georgia Univ., Athens. Coll. of Education.
Pub Date Oct 72
Note—17p.
Available from—Not available separately, see TM 002 391
Document Not Available from EDRS.
Descriptors—Drama, English, *Evaluation Criteria, *Honors Classes, *Interviews, Mathematics, Music, *Rating Scales, Sciences, Social Sciences, *Student Evaluation, Visual Arts
Identifiers—*Georgia Governors Honors Program
The selection and interview forms for use in selecting students for the Georgia Governor's Honors Program are provided. These forms are: Science Interview Summary Sheet; Interview Form for Candidates in Music; State College Musicality Test; Mathematics Interview Sheet; Criteria for Selection of Students for Mathematics, 1972; Visual Arts Interview; Rating Scale for Social Science; Visual Arts Interview; Recommended Guide Sheet to Be Used During Personal Interviews; Rating Scale for English; and Drama Interview Form. (For related documents, see TM 002 391, 393-399.) (DB)

ED 073 147 TM 002 393
Pupil Control Ideology Instrument. Appendix B.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.; Georgia Univ., Athens. Coll. of Education.
Pub Date Oct 72
Note—4p.
Available from—Not available separately, see TM 002 391
Document Not Available from EDRS.
Descriptors—*Class Management, *Faculty Evaluation, Honors Classes, Interaction, *Measurement Instruments, *Student Teacher Relationship, *Teacher Attitudes
Identifiers—*Georgia Governors Honors Program
To assess the classroom management philosophy of the instructional staff of the Georgia Governor's Honors Program, in particular the humanistic orientation, the Pupil Control Ideology Form was administered to 34 members of the staff. A copy of this instrument is provided. (For related documents, see TM 002 391, 392, 394-399.) (DB)

ED 073 148 TM 002 394
Staff Semantic Differential. Appendix C.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.; Georgia Univ., Athens. Coll. of Education.
Pub Date Oct 72
Note—13p.
Available from—Not available separately, see TM 002 391
Document Not Available from EDRS.
Descriptors—Adjectives, Honors Classes, *Measurement Techniques, Program Planning, *Rating Scales, *Semantic Differential, *Teacher Attitudes
Identifiers—*Georgia Governors Honors Program
To assess the meanings ascribed to nine concepts thought to be foremost in the planning and implementation of the Georgia Governor's Honors Program, Osgood's semantic differential technique was employed. This appendix provides a copy of the Staff Semantic Differential. (For related documents, see TM 002 391-393, 395-399.) (DB)

ED 073 149 TM 002 395
What Kind of Person Are You? Instrument. Appendix D.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.; Georgia Univ., Athens. Coll. of Education.
Pub Date Oct 72
Note—24p.
Available from—Not available separately, see TM 002 391
Document Not Available from EDRS.
Descriptors—*Creativity Tests, *Forced Choice Technique, Honors Classes, *Personality Tests, *Self Evaluation, *Social Characteristics, Student Evaluation
Identifiers—*Georgia Governors Honors Program

A copy of the "What Kind of Person are You? Test, which was used to measure the creative personality of the students in the Georgia Governor's Honors Program, is provided. This instrument is a 50-item forced-choice creative personality inventory. The items call for the respondent to make a choice between socially desirable characteristics on some items and socially undesirable characteristics on other items. (For related documents, see TM 002 391-394, 396-399.) (DB)

ED 073 150 TM 002 396
Student Semantic Differential. Appendix H.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.; Georgia Univ., Athens. Coll. of Education.
Pub Date Oct 72
Note—13p.
Available from—Not available separately, see TM 002 391
Document Not Available from EDRS.
Descriptors—Adjectives, Honors Classes, *Measurement Techniques, Program Evaluation, *Rating Scales, *Semantic Differential, *Student Attitudes
Identifiers—*Georgia Governors Honors Program
The impact of the program on student judgments of significant Governor's Honors Program concepts was measured by a semantic differential administered approximately a week into the program and then again less than a week before its conclusion. The Student Semantic Differential form is provided in this appendix. (For related documents, see TM 002 391-395, 397-399.) (DB)

ED 073 151 TM 002 397
Governor's Honors Program Instructor Follow-Up Questionnaire. Appendix I.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.; Georgia Univ., Athens. Coll. of Education.
Pub Date Oct 72
Note—7p.
Available from—Not available separately, see TM 002 391
Document Not Available from EDRS.
Descriptors—Honors Classes, *Program Evaluation, *Questionnaires, *Rating Scales, *Teacher Attitudes
Identifiers—*Georgia Governor's Honors Program
The questionnaire developed for the present and past instructional staff groups is provided. The staff questionnaire contains, in addition to 20 item rating scales covering a wide variety of aspects of the program, requests for suggested changes. (For related documents, see TM 002 391-396, 398, 399.) (DB)

ED 073 152 TM 002 398
Governor's Honors Program Participant End-of-Program Questionnaire. Appendix J.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.; Georgia Univ., Athens. Coll. of Education.
Pub Date Oct 72
Note—5p.
Available from—Not available separately, see TM 002 391
Document Not Available from EDRS.
Descriptors—*Comparative Analysis, *Honors Classes, *Program Evaluation, *Questionnaires, *Student Attitudes
Identifiers—*Georgia Governors Honors Program
A questionnaire for current Governor's Honors Program (GHP) students was administered approximately three days before the close of the program to all students. In addition to 15 general questions to be rated, a set of 11 questions asked students to make comparisons between GHP and their regular schools. This appendix is a copy of the questionnaire. (For related documents, see TM 002 391-397, 399.) (DB)

ED 073 153 TM 002 399
Governor's Honors Program Participant Follow-Up Questionnaire. Appendix K.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.; Georgia Univ., Athens. Coll. of Education.
Pub Date Oct 72
Note—8p.
Available from—Not available separately, see TM 002 391
Document Not Available from EDRS.
Descriptors—*Followup Studies, *Honors Classes, *Program Evaluation, *Questionnaires, *Student Attitudes
Identifiers—*Georgia Governors Honors Program
A questionnaire mailed to 500 former students in the Governor's Honors Program is provided in this appendix. The questionnaire is composed of 26 items, of which 12 provide for suggested changes to the program. (For related documents, see TM 002 391-398.) (DB)

ED 073 154 TM 002 400
Harris, Dale B. Roberts, Jean
Intellectual Maturity of Children; Demographic and Socioeconomic Factors. United States. Vital and Health Statistics Series 11, Number 116.
Bureau of the Census (DOC), Suitland, Md.; National Center for Health Statistics (DHEW), Rockville, Md.
Report No—DHEW-HSM-72-1059
Pub Date Jun 72
Note—82p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.70)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasian Students, *Demography, Educational Research, Elementary Grades, *Intelligence Level, Measurement Instruments, *National Surveys, Negro Students, *Performance Tests, Psychological Tests, Racial Differences, Raw Scores, *Socioeconomic Influences, Standardized Tests, Statistical Data, Test Results, True Scores
Identifiers—*Goodenough Harris Drawing Test
Data on the intellectual maturity of children 6-11 years of age in the noninstitutionalized population of the U. S. is analyzed in relation to their demographic and socioeconomic background. This is the second report on the Goodenough-Harris Drawing Test, administered in the Health Examination Survey of 1963-65, and deals with the results in relation to factors of race, region, size of place of residence, grade in school, education of parent, and family income. For this survey, a probability sample of 7,417 children was selected to represent the 24 million noninstitutionalized children in the U.S. While white children scored higher than Negro children on this test, the racial differential is lower than on the Wechsler Intelligence Scale for Children and the Wide Range Achievement Test, and is reduced to a negligible amount when the effects of differences in parent's education and family income are controlled. The performance of children on this test does not differ appreciably among the four regions of the Nation, except in the South, where children of both races fall below those in other regions. Size of place of residence is not consistently related to test scores. There is a slight but consistent association between drawing test scores of white and Negro children and rate of population change in the 1950's. Children over the modal age for school grade do more poorly than those below, while those at the modal age yield consistently average scores. Father's education and family income both show a relationship to children's scores. Included are descriptions of the drawing test, the survey design, and reliability estimates. Comparisons are made with previous research using this type of instrument. (Author/DB)

ED 073 155 TM 002 401
Hall, Charles E. And Others
VARAN: A Linear Model Variance Analysis Program.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RM-72-12
Pub Date Sep 72
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Analysis of Variance, *Computer Programs, Data Processing, *Factor Analysis, *Linear Programing, Manuals, *Mathematical Models, Statistical Analysis
Identifiers—*VARAN Program
This memorandum is the manual for the VARAN (VARiance ANalysis) program, which is the latest addition to a series of computer programs for multivariate analysis of variance. As with earlier programs, analysis of variance, univariate and multivariate, is the main target of the program. Correlation analysis of all types is available with printout in the vernacular of correlation. In addition, VARAN includes several styles of factor and component analysis complete with tests of factorization and rotation techniques. Nine of the new capacities for analyses are listed. The VARAN program was written more in the style of a mathematical exercise in linear calculations than as a solution for specific statistical models. Sections of the manual are as follows: Introduction; Control Cards in Brief; Tables I through IV; Control Cards in Detail; Programming Notes; Mathematical Notes; Sample Input and Output; and Selected Bibliography. (Author/DB)

ED 073 156 TM 002 403
Kaufman, David Conry, Robert
Evaluation of a Computer-Based Feedback System.
Pub Date 30 May 72
Note—15p.; Paper presented at the Learned Societies Conference, Montreal, May 30, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, College Students, *Computer Programs, *Feedback, *Grade Prediction, Higher Education, *Predictive Validity, *Program Evaluation, Student Attitudes, Test Results
This paper evaluates the effects of two distinct modes of feedback to students. These two modes comprise: (1) predicted final course grade, and (2) current standing in class. The experiment was conducted with a final year class of 56 students attending a required half-year course in Educational Measurement. The class was divided into four treatment groups (2 x 2 factorial design) and different feedback of results was mailed to each group for the four objective class tests written before final exam. Two FORTRAN computer programs were used to determine class standing, current grades and predicted final course grades. The predicted final exam and course grades were obtained by applying a linear least-squares line of best fit to the test data and extrapolating to future tests and to the final exam. The class standing was obtained by using a FORTRAN sorting program. Analysis of variance was performed on the final exam grades, and no significant differences were found in final exam performance or in satisfaction with feedback received (Chi-squared test), although results slightly favored the feedback groups. The computer program was found to adequately predict the final exam grades, i.e., the linear regression was significant. (Author/DB)

ED 073 157 TM 002 405
Deneen, James R. And Others
The Selection and Evaluation of Teachers. Presentations to the American Association of School Personnel Administrators, October 19, 1971, New Orleans, Louisiana.
Educational Testing Service, Princeton, N.J.
Pub Date 72
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Evaluation Criteria, *Minority Group Teachers, School Personnel, Speeches, *Teacher Evaluation, *Teacher Selection, *Validity
Identifiers—American Association of School Administrators
Four papers presented at the 1971 American Association of School Personnel Administration Convention are reproduced in this document. The papers call attention to some aspects of teacher-selection program, including recent legal developments affecting teacher evaluation; the importance of multiple, locally weighted selection criteria; the importance of validating those criteria; and the special concerns school officials ought to have in hiring minority-group teachers. The papers and their authors are as follows: "New Influences on Selection and Evaluation Processes" by James R. Deneen; "Teacher Selection: The Quest for Quality" by Richard M. Majetic; "Planning Validity Studies" by Edward J. Masonis; and "Selecting Minority Group Teachers" by Thelma L. Spencer. (DB)

ED 073 158 TM 002 406
Lord, Frederic M.
Variance-Stabilizing Transformation of the Stepped-Up Reliability Coefficient.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—ETC-RB-72-48
Pub Date Oct 72
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Analysis of Variance, *Mathematical Models, Research, *Statistical Analysis, Technical Reports, *Test Reliability, *Transformations (Mathematics)

The stepped-up reliability coefficient does not have the same standard error as an ordinary correlation coefficient. Fisher's Z -transformation should not be applied to it. Appropriate procedures are suggested. (Author)

ED 073 159 TM 002 408
Messick, Samuel
Beyond Structure: In Search of Functional Models of Psychological Process.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-72-51
Pub Date Nov 72
Note—38p.; Presidential Address delivered at the annual meeting of the Psychometric Society, held jointly with Division 5 of the American Psychological Association, (Honolulu, Hawaii, September 5, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Science Research, *Learning Processes, *Models, *Personality Development, *Problem Solving, Psychological Tests, *Psychometrics, Technical Reports
This paper emphasizes the need to go beyond structural models of personality and intellect to develop sequential models of psychological process, particularly for such complex phenomena of prime concern to theory and application as learning, problem solving, and creativity. It is further argued that factor analysis, in a multitude of studies of cognition and personality over the past fifty years, has already delineated many relevant process variables that might serve as components in these sequential models. (Author)

ED 073 160 TM 002 409
Flynn, Tim
Pre-Kindergarten Scale.
Southern Illinois Univ., Carbondale. Dept. of Special Education.
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Development, *Cognitive Development, Peer Relationship, *Preschool Evaluation, *Rating Scales, Skill Development, Student Teacher Relationship, *Verbal Development
Identifiers—*Prekindergarten Scale
This 25-item scale for rating prekindergarten children concerns personal and cognitive skills. Directions for using the scale are provided. Personal skills include personal hygiene, communication skills, eating habits, relationships with the teacher, peer relations, and personal behavior. Cognitive skills rated are verbal skills, object recognition, and task performance. (DB)

ED 073 161 TM 002 410
Court, J. H., Comp.
Researchers' Bibliography for Raven's Progressive Matrices and Mill Hill Vocabulary Scales.
Flinders Univ. of South Australia, Bedford Park. School of Social Sciences.
Pub Date Aug 72
Note—170p.; Second Edition, revised August 1972
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annotated Bibliographies, Literature Reviews, *Psycholinguistics, *Psychometrics, *Research Reviews (Publications), *Tests
Identifiers—Mill Hill Vocabulary Scales, Ravens Progressive Matrices
This annotated bibliography enables researchers who are using Raven's Progressive Matrices or the Mill Hill Vocabulary Scales to become familiar with other work that used these tests. The bibliography derives from Raven's own collection of sources, updated to the end of 1971. The major division of material is by tests rather than subject areas; however, indications are given when the major interest of a paper is in a particular field. The references are arranged in the following order: (1) Standard Progressive Matrices (SPM) with Mill Hill Vocabulary (MHV); (2) SPM Only; (3) Coloured Progressive Matrices (CPM); (4) Advanced Progressive Matrices (APM) (with or without Mill Hill Vocabulary); (5) Mill Hill Vocabulary Only; and (6) Other Combinations of These Tests. Each entry is coded to indicate the main interest of the material, such as: normative data, textbook description, anthropological interest, clinical interest, educational interest, and vocational interest. (DB)

ED 073 162 TM 002 411
Experiences With Sets and Numbers: Mathematics Evaluation Materials Package Project.
Ontario Inst. for Studies in Education, Toronto.
Pub Date 72
Note—102p.; Curriculum Series/14
Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (no price quoted)
Document Not Available from EDRS.
Descriptors—Criterion Referenced Tests, *Educational Objectives, *Evaluation Methods, Grade 4, Grade 5, Grade 6, Instructional Design, *Mathematics Education, *Performance Tests, Student Testing, *Test Construction
Identifiers—Canada, *Mathematics Evaluation Materials Package, MEMP, Ontario
The Mathematics Evaluation Materials Package (MEMP)is a set of objectives and companion test items for mathematics education in Grades 4 to 6. The educational objectives are stated in terms of student performance and are coupled with companion test items. In this package are some companion items for objectives that are commonly used for the topic, "Experiences with Sets and Numbers," in Grades 4 to 6 in Ontario schools. Answers to the test items are provided. Sample inventories made up of models of types of papers that can be prepared by teachers by combining various items are provided. MEMP can be used to design tests covering short units of work or for constructing longer tests. (DB)

ED 073 163 TM 002 412
Gleser, Leon Jay Olkin, Ingram
Multivariate Statistical Inference Under Marginal Structure, I.
Educational Testing Service, Princeton, N.J.
Spons Agency—Air Force Office of Scientific Research, Washington, D.C.; National Science Foundation, Washington, D.C.
Report No—ETS-RB-72-40
Pub Date Aug 72
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Hypothesis Testing, *Mathematical Applications, *Mathematical Models, *Psychological Tests, *Statistical Studies
Statistical inference concerning the parameters of k multivariate normal populations is considered. Several models in which the parameters have certain hierarchical relationships are discussed, in particular as related to testing the hypothesis that k psychological tests are parallel forms of the same test. The report contains the following sections: Introduction; The Underlying Structure; Maximum Likelihood Estimation; Tests of Hypotheses; and An Application. An appendix is titled "Derivation of the Maximum Likelihood Estimators." References are provided. (DB)

ED 073 164 TM 002 413
Beaton, Albert E. And Others
The Acceptability of Regression Solutions: Another Look at Computational Accuracy.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-72-44
Pub Date Sep 72
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, *Data Analysis, *Mathematical Models, *Measurement Techniques, *Multiple Regression Analysis, Technical Reports
Identifiers—*Longley (J W)
Longley proposed a set of data for use in testing regression programs. This paper shows that the numerically accurate solution is likely to be an unreasonable estimate of the regression coefficients for this problem. This is true because the accuracy of the data and appropriateness of the model may affect the solution more than the computational method. An easily computed index is derived that can be used to indicate such computational instability. The basic conclusion is that a concern about highly accurate computational methods must be tempered with a concern for whether the data are accurate enough to make the results of such computation meaningful. (Author)

ED 073 165 TM 002 414
Hall, Charles E.
Dimension Reduction Analysis.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-72-55
Pub Date Dec 72
Note—15p.
Available from—Charles E. Hall, Educational Testing Service, Princeton, N. J. 08540
Document Not Available from EDRS.
Descriptors—*Analysis of Variance, *Correlation, *Discriminant Analysis, *Mathematical Models, *Statistical Analysis, Technical Reports
In multivariate analysis of variance the canonical variates of one effect may be correlated with the canonical variates of another effect. When the two effects are an interaction and a main effect this correlation interferes with the interpretation of the main effect. When the two effects are both main effects the interpretation of the common canonical variates could provide interesting insights into the data. This paper discusses a procedure by which one effect can be examined independent of the significant canonical variates of another effect. (Author)

ED 073 166 TM 002 415
Ayers, Mary N.
Beginning Teachers' Attitudes and Their Relationship to Selected Variables.
Pub Date Nov 72
Note—4p.; Paper presented at Mid-South Educational Research Association meeting, November 9-11, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitude Tests, *Beginning Teachers, *Changing Attitudes, *Measurement Instruments, *Teacher Attitudes, Test Results
Identifiers—*Minnesota Teacher Attitude Inventory
A pilot study was made to: (1) examine the relationship of the Minnesota Teacher Attitude Inventory to selected variables, and (2) measure the change of attitudes of elementary education majors after one year of teaching. The MTAI was given in the senior year to a group of elementary education majors and again to the same group at the end of their first year of teaching. Changed attitudes and the direction of the reverse were noted. Other factors examined included age of participants and the type of instruction pattern of school in which the person was employed. Data from the second administration of the test revealed that the attitudes of the sample had not changed on five of the 150 statements. It appeared that those who received the largest test score gains on the second administration had been employed in schools using nongraded, individualized and/or innovative teaching methods. Age was not a determining factor. (DB)

ED 073 167 TM 002 416
Description of the School Adjustment Scale.
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Rating Scales, *Elementary Grades, Evaluation Techniques, *Rating Scales, *Student Adjustment, *Student Evaluation
Identifiers—*School Adjustment Scale
A copy and description of the School Adjustment Scale are provided. The scale was constructed to be used by teachers to rate the behavior of elementary school children as to (1) Social Traits, (2) Motives, and (3) Personal Adjustment. This is a 25-item, multiple-choice rating scale. (DB)

ED 073 168 TM 002 418
Ebel, Robert L.
Essentials of Educational Measurement.
Pub Date 72
Note—634p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey (no price quoted)
Document Not Available from EDRS.
Descriptors—Achievement Tests, Aptitude Tests, Attitude Tests, Educational History, Educational Philosophy, *Educational Testing, Essay Tests, *Higher Education, Intelligence Tests, Interest Tests, Item Analysis, *Measurement, Multiple Choice Tests, Norms, Personality Tests, Scores, Standardized Tests, Test Construction, Testing, Testing Programs, Test Interpretation, Test Reliability, Test Validity, *Textbooks
This textbook is intended for use in an introductory course in the use of tests in schools and colleges. The book is divided into five parts: (1) history and philosophy--educational measurement, historical perspectives; Measurement and the process of education; (2) classroom test development--what should achievement tests measure?; How should achievement be measured?; how to plan a classroom test; the characteristics and uses of essay tests; true-false test

items; how to write multiple-choice test items; (3) getting, interpreting, and using test scores--how to administer and score an achievement test; oral examinations; test score statistics; marks and marking systems; (4) test analysis and evaluation--how to judge the quality of a classroom test; how to improve test quality through item analysis; how to estimate, interpret and improve test reliability; the validity of classroom tests; and (5) published tests and testing programs--the scope and use of published tests; standardized achievement tests and test batteries; standard scores, norms, and the passing score; intelligence and aptitude tests; personality, attitudes, interests; and testing programs. A glossary of terms used in educational measurement, projects and problems, and a bibliography are presented in appendices. (KM)

ED 073 169 TM 002 419
Brozovich, Richard And Others
Development of a Scale to Evaluate Cognitive Styles and Abilities. Final Report.
Oakland County Schools, Pontiac, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-E-037
Pub Date Aug 72
Grant—OEG-5-71-0029(509)
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, Cognitive Ability, Cognitive Development, Cognitive Measurement, *Cognitive Tests, *Evaluation Methods, Item Analysis, *Nonverbal Tests, Norms, Preschool Children, Primary Grades, *Rating Scales, Sex Differences, Socioeconomic Status, Technical Reports

A study was conducted to: (1) provide normative data for the Brozovich-Hall Watson (BHW) scale, a non-verbal method of assessing cognitive style; (2) provide data for itwm revision and further refinement of the BHW; and (3) assess the effects of grade level (age), sex and socioeconomic status on cognitive style. The BHW was administered to 621 children ranging in grade level from preschoolers less than 4 1/2 years old to third graders. Socioeconomic level and sex were balanced at each grade level. Grade level proved the most consistent and powerful factor related to cognitive style. Results were generally consistent with previous research, indicating, for example, a decrease in use of color as a grouping category with increased grade level. Sex and socioeconomic level interacted significantly with grade level in their effects related to cognitive style, but neither produced consistent effects on cognitive style independent of grade level. Item analysis indicated a need to revise approximately 25% of the items. The BHW appears capable of assessing aspects of cognitive style among non-verbal populations. Plans and recommendations include: (1) revision of the BHW; (2) assessment of verbally impaired populations; (3) direct comparison of BHW scores to other cognitive style assessment procedures; (4) studying the relationship of BHW scores to intelligence, achievement and personality variables; and (5) evaluating the relationships between individual cognitive style and teaching-learning environments. (Author/KM)

ED 073 170 TM 002 420
Angoff, William H. Modu, Christopher C.
Equating the Scales of the Spanish-Language Prueba de Aptitude Academic and the English-Language Scholastic Aptitude Test of the College Entrance Examination Board.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
Report No—RB-73-4; RDR-72-73-4
Pub Date Jan 73
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Comparative Analysis, *Equated Scores, Item Analysis, Scores, Secondary Grades, Spanish Speaking, *Standardized Tests, Technical Reports, *Test Results
Identifiers—Prueba de Aptitud Academica, Scholastic Aptitude Test

The purpose of this study was to establish score equivalencies between the College Board Scholastic Aptitude Test (SAT) and its Spanish language equivalent, the College Board Prueba de Aptitud Academica (PAA). For the first phase, two sets of items, one originally appearing in Spanish and the other in English, were chosen; and each set was translated into the other language. Both sets were administered in the appropriate language mode for pretest purposes to samples of candidates taking the PAA or the SAT. They provided data regarding the difficulty and discrimination power of each item and an index of appropriateness of each item for both groups. On the basis of the analyses of these data, a set of items in Verbal and a set in Mathematical were assembled as "common items" to be used for equating. In the second phase, these common items, appearing in Spanish and English, were administered in the appropriate language with the operational form of the PAA and SAT. The data resulting from the administrations of these common items were used to calibrate for differences in the abilities of the two groups and permitted both linear and equipercentile equating of the two tests. Conversion tables relating the PAA-verbal to the SAT-verbal scores and the PAA-mathematical to the SAT-mathematical scores are given. Because of the scarcity of data at the upper end of the distribution of PAA scores, score equivalencies beyond the mid-700s were obtained by extrapolation. (Author/KM)

ED 073 171 TM 002 421
Rapp, M. L. Haggart, S. A.
Idiographic Analysis of Achievement Measures.
Rand Corp., Santa Monica, Calif.
Report No—RC-P-4880
Pub Date Aug 72
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Gains, Achievement Rating, Comparative Analysis, Compensatory Education, Curriculum Planning, *Graphs, Individual Differences, Individual Tests, *Measurement Techniques, Post Testing, Prediction, *Pretesting, Student Evaluation, Tables (Data), Technical Reports

The conceptual basis for using individual expectancy scores as a means for determining the success of instruction is presented. An expected gain score is computed for each student, based on a pretest score. The assumption is made that without a change in the learning environment the student will continue to gain at his previous average rate. The data are displayed in an achievement idiograph, which shows individual grade placement based on the pretest, expectancy score, and posttest placement. Data can be used at the individual student level by classroom teachers or aggregated by classroom, school, or district to serve the needs of other decision-makers. Less than expected gain can serve to quickly draw attention to areas of weakness in the curriculum; more than expected gain can be considered as "success." Idiographic analysis eliminates the necessity for control groups and historical data as means for assessing program success. (Author/KM)

ED 073 172 TM 002 422
Echternacht, Gary
A Comparison of Various Item Option Weighting Schemes.
Educational Testing Service, Princeton, N.J.
Spons Agency—Graduate Record Examinations Board, Princeton, N.J.
Report No—ETS-RB-73-6
Pub Date Jan 73
Note—18p.; A Research Bulletin draft
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Item Analysis, Measurement Techniques, Multiple Choice Tests, Performance Criteria, *Scoring, *Scoring Formulas, Standardized Tests, Tables (Data), Technical Reports, Test Construction, Test Interpretation, *Test Reliability, Test Results, Test Validity, *Weighted Scores

This study compares various item option scoring methods with respect to coefficient alpha and a concurrent validity coefficient. The scoring methods under consideration were: (1) formula scoring, (2) a priori scoring, (3) empirical scoring with an internal criterion, and (4) two modifications of formula scoring. The study indicates a clear superiority of the empirically determined scoring system with respect to both coefficient alpha and the concurrent validity. (Author)

ED 073 173 TM 002 423
Echternacht, Gary
A Note on the Variances of Empirically Derived Option Scoring Weights.
Educational Testing Service, Princeton, N.J.
Spons Agency—Graduate Record Examinations Board, Princeton, N.J.
Report No—ETS-RB-73-5
Pub Date Jan 73
Note—10p.; A Research Bulletin draft
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Item Analysis, Measurement Techniques, Multiple Choice Tests, Performance Criteria, Scoring, *Scoring Formulas, Standardized Tests, Technical Reports, *Test Construction, Test Interpretation, *Test Reliability, Test Results, Test Validity, *Weighted Scores

Estimates for the variance of empirically determined scoring weights are given. It is shown that test item writers should write distractors that discriminate on the criterion variable when this type of scoring is used. (Author)

ED 073 174 TM 002 424
Moodie, Allan G.
Percentile Norms for the AAHPER Cooperative Physical Education Tests. Research Report.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Pub Date Jul 72
Note—5p.; Research report 72-13
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Multiple Choice Tests, *Norms, *Physical Education, Scores, *Standardized Tests, *Tables (Data), Test Results, Timed Tests
Identifiers—AAHPER Cooperative Physical Education Tests, British Columbia, Vancouver

Percentile scores for Vancouver students in grades 9, 10, 11 and 12 on the AAHPER Cooperative Physical Education Tests are presented. Two of the six forms of the tests were used in these administrations. Every form consists of 60 multiple-choice questions to be completed in 40 minutes. A single score, based on the number of questions answered correctly, is computed. The areas tested are activity performance, effects of activity, factors modifying participation in activities and their effects. (KM)

ED 073 175 TM 002 425
Ellis, E. N.
The Secondary School Research Program Employing QUESTA, Templeton Secondary School 1971-72. Research Report.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Pub Date Aug 72
Note—8p.; Research Report 72-25
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Attitudes, *Attitude Tests, Educational Attitudes, Expectation, Longitudinal Studies, *Questionnaires, School Attitudes, School Improvement, Secondary Grades, Self Concept, *Standardized Tests, Student Attitudes, *Student School Relationship, Student Teacher Relationship, Surveys, Teacher Administrator Relationship, Teacher Attitudes, Technical Reports, *Values

The Secondary School Research Program devised a two-part Questionnaire for Students, Teachers and Administrators (QUESTA I and QUESTA II) to gather information about the attitudes, values and perceptions of these groups and the rate and extent to which they change. QUESTA I, administered to students when they enter high school, gathers baseline biographical, socioeconomic, demographic, and attitudinal information. It seeks the new student's attitudes toward himself, his peers, his previous school, his new school, and his hopes, fears, and aspirations. QUESTA II is administered during or at the end of any of the four years of high school to measure the impact of the school upon his attitudes and values. QUESTA II is also designed for administration to teachers and administrators. QUESTA can be used to facilitate understanding of relations between groups in a school and how the parts of the school interact and affect the educational process. The school's progress and educational environment can be improved if action is taken on the strengths and weaknesses revealed by QUESTA. A brief overview of the summary of responses of Templeton Secondary School to QUESTA is provided. (KM)

ED 073 176 TM 002 426
Centra, John A.
The Utility of Student Ratings for Instructional Improvement: I. The Effectiveness of Student Feedback in Modifying College Instruction; II.

Self-Ratings of College Teachers: A Comparison with Student Ratings.
Educational Testing Service, Princeton, N.J.
Spons Agency—Esso Education Foundation.
Report No—ETS-PR-72-16
Pub Date Aug 72
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, College Students, College Teachers, Effective Teaching, Multiple Regression Analysis, *Rating Scales, *Self Evaluation, *Student Opinion, Student Teacher Relationship, Teacher Evaluation, *Teacher Improvement, *Teacher Rating, Teacher Response, Teaching Quality, Technical Reports

Two studies are reported. In the first, the effectiveness of student ratings in improving college teaching was investigated. Teachers in five diverse colleges were assigned randomly to a feedback (treatment), no-feedback (control), or posttest group. The feedback and no-feedback groups used a student rating from in one of their classes at midsemester and responded to a self-evaluation form. The feedback group received a summary of student responses. Both groups administered the form again at the end of the semester, as did the posttest group. If student feedback improved instruction, end-of-semester ratings of the feedback group should have been better than the other groups. But multivariate analysis of variance results indicated no significant differences among the groups. Regression analyses indicated that student feedback did effect changes in teachers who had rated themselves more favorably than their students had rated them. In the second study, teacher self-ratings were compared to student ratings to investigate the extent to which instructors learn something from students about their teaching. Teachers generally evaluated their teaching somewhat differently from the way their students evaluated it. Comparisons across items between student and faculty responses indicate that instructors are aware of many of their strengths and weaknesses but see themselves more favorably in absolute terms. (Author/KM)

ED 073 177 TM 002 432
Taylor, Elaine N. And Others
Need Functioning at Four Stages in Military Service.
Human Resources Research Organization, Monterey, Calif. Div. 3.
Spons Agency—Department of the Army, Washington, D.C.
Pub Date 72
Note—3p.
Journal Cit—Proceedings, 80th Annual Convention, APA, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitude Tests, *Item Analysis, *Military Personnel, *Psychological Needs, Psychometrics, *Rating Scales, Research
Identifiers—Maslow (A H)

Changes and constancies in the importance of 57 situations and conditions in four stages of Army life are presented and interpreted following Maslow's analysis of the functioning of human needs. Ratings of importance were transformed to z-scores and plotted. Three patterns were observed. It is suggested that: (1) items remain stable because other prepotent needs are less-well-satisfied, (2) items decrease in importance because they are being met to some degree or they were overestimated initially, (3) items increase in importance because they have been satisfied over a long time and are initially underestimated. (Author)

ED 073 178 TM 002 433
Ball, Samuel And Others
Reading with Television: An Evaluation of The Electric Company. A Report to the Children's Television Workshop. Volumes 1 and 2.
Children's Television Workshop, New York, N.Y.; Educational Testing Service, Princeton, N.J.
Pub Date Feb 73
Note—200p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Research, *Evaluation Methods, Grade 1, Grade 2, Grade 3, Grade 4, *Measurement Instruments, Post Testing, Pretesting, *Program Evaluation, Questionnaires, *Reading Instruction, Research Methodology, Statistical Analysis, Student Testing, Summative Evaluation, Tables (Data), *Televised Instruction, Tests
Identifiers—*The Electric Company

An evaluation of the first year of "The Electric Company" is provided. Volume 1 is comprised of the following chapters: I. Introduction; II. Preparing for the Evaluation (Research Design and Sampling Procedures; Field Operations; The Treatment--the in-school viewing treatment, the at-home viewing treatment, and the content of The Electric Company--Measuring Instruments: General Considerations, tests for Children, Parent Questionnaires, Teacher Questionnaires, Observations of the Classrooms, Attendance Records, Viewing Records, and Content Analysis; III. Results--The Questions to Be Asked; Description of the Sample; Analyses of the In-School Viewing Experiments; and Analyses of the At-Home Viewing Experiments; and IV. Summary and Conclusions--Summary of Project Activities; Summary of Results; Conclusions; and Future Research. Appendixes present: Goals of the Electric Company; Description of the Electric Battery and Sample Items; Pretest Parent Questionnaire; Posttest Parent Questionnaire; Pretest Teacher Questionnaire; Posttest Teacher Questionnaire; Observation Form; Viewing Record; and Content Analysis. Seven abstracts are provided of the six viewing experiments and of the overview of significance levels of tests and subtests for the in-school experiments in Fresno and Youngstown. Volume 2 consists of 57 tables which provide the study data. (DB)

UD

ED 073 179 UD 013 170
Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, Second Session on Nutrition and Human Needs. Nutrition and Human Needs--1972. Part 3A--Section 13, Funds: Summer Lunch-Pre-School Feeding. Hearings Held Washington, D.C., April 7 and June 2, 1972.
Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.
Pub Date Jun 72
Note—180p.; Committee Print, Senate Select Committee on Nutrition and Human Needs
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Breakfast Programs, *Childhood Needs, Economic Disadvantagement, Federal Aid, Federal Legislation, *Federal Programs, Hunger, *Lunch Programs, Nutrition, *Preschool Programs, Program Administration, *Program Evaluation, Summer Programs
Identifiers—Project Head Start

These hearings on the Senate Select Committee on Nutrition and Human Needs are organized in two parts, the contents of which are as follows. Part I concerns the Summer Lunch Program Funding, with opening statements by two senators, followed by the presentations of other witnesses. The focus of these two parts is on such topics as program needs, national priorities, hunger and child development, U.S. Department of Agriculture guidelines, and the Head Start program in Newton-Waltham, Mass. Part III is an "appendix" comprising items pertinent to the testimony presented in Part I. These items include miscellaneous articles, tables, and publications relating to the Special Food Service Program for Children, personnel involved in the development of sponsor and site handbooks for special summer programs, and an evaluation of the Summer Feeding Programs during the Summer of 1971. Part IV is an "appendix" comprising items pertinent to the testimony presented in Part II. The contents of this appendix include articles from the "New York Times," a letter from the New York City Agency for Child Development, a letter from the Arizona Early Childhood Council, and the text of a proposed amendment to the National School Lunch Act. [Twenty-four photographs have been deleted from this document as they will not reproduce.] (JM)

ED 073 180 UD 013 188
Development of the Fort Benning Dependents' Schools Multi-Ethnic Curriculum Guide and Human Relations Workshop; Post-Workshop Evaluation.
Fort Benning Dependents' Schools, Ga.
Pub Date 10 Nov 72
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Armed Forces, Cultural Education, Cultural Enrichment, Cultural Pluralism, *Curriculum Development, *Curriculum Guides, Dependents, Educational Change, Ethnic Groups, *Ethnic Relations, *Human Relations, *Intergroup Education, Military Personnel, Minority Groups
Identifiers—Georgia

Since the Korean War and the integration of all ethnic groups in the Army, the Fort Benning Dependents' Schools have served the educational needs of the sons and daughters of culturally different families living on the post. A letter from the Department of the Army on April 22, 1970 expressed the desires of the department to make greater efforts to implement multi-ethnic education and the training of teachers to provide it in all of the dependent school systems. The Assistant Superintendent found personnel in the schools with great interest and a desire to work with him on a multi-ethnic curriculum guide. A committee was formed comprising two teachers from each school. The principals were also invited to attend the committee meetings and to invite community members. It was decided to include in the guide ethnic groups that are most frequently represented in the schools. Each school would select an ethnic group to study. The guide would help in the teaching of culturally different students by providing cultural and historical information about minority groups in an effort to begin to give the teacher a starting base that could be used in assimilating the material into the curriculum. By doing this, the guide would break down stereotypes and help teachers, students, and parents to learn to appreciate culturally and ethnically different people. [Reproduced from the best available copy.] (Author/JM)

ED 073 181 UD 013 198
Ujimoto, K. Victor
Occupational and Employment Characteristics of Post-War Japanese Immigrants in Metropolitan Vancouver.
Guelph Univ. (Ontario). Dept. of Sociology and Anthropology.
Pub Date Dec 72
Note—44p.; Paper presented at the American Anthropological Association annual meeting, Toronto, Ontario, December 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adjustment Problems, Employment Opportunities, Employment Patterns, Employment Problems, Immigrants, *Japanese Americans, *Migrant Employment, Occupational Mobility, *Occupational Surveys, Occupations, Social Integration, Urban Population, Vocational Adjustment
Identifiers—*Canada

The universe of Japanese immigrants selected for this study consisted of a diverse group such as the kika nisei (returned second generation), the yobiyose (sponsored immigrant), and the gijutsu imin (technical immigrant). Each group possessed different characteristics. This present paper is limited in scope to the yobiyose and gijutsu imin because it is extremely difficult to determine objectively the exact status of the kika nisei with respect to immigration. In contrast to the pre-war Japanese immigrants composed mainly of farmers and fishermen, the post-war immigrants consisted of those with a diverse range of occupations such as craftsman, technicians, musicians, clerks, scientists, engineers, artists, and architects, to mention only a few. Differences in the occupational skills possessed by the various immigrant groups resulted in different adjustment processes during their initial settling-in period in Canada. Some immigrants were able to secure immediate employment and others were not. Consequently, the characteristics which the immigrants brought with them from Japan became an important factor for both employment and integration in the new host society. (Author/JM)

ED 073 182 UD 013 199
Cordasco, Francesco Bucchioni, Eugene
The Puerto Rican Experience: A Sociological Sourcebook.
Pub Date 73
Note—386p.
Available from—Littlefield, Adams & Co., 81 Adams St., Totowa, N.J. 07512 ($4.95)
Document Not Available from EDRS.
Descriptors—Acculturation, Conflict, Cultural Factors, Economic Factors, *Ethnic Relations, *Ethnic Studies, *Migrant Child Education, *Migrant Employment, Migrant Problems, Migrants, Political Issues, Puerto Rican Culture, *Puerto Ricans, Social Factors, Spanish Speaking

A serious problem has presented itself to students who sought a convenient sourcebook which afforded an overview of the Puerto Rican mainland experience (with some notice of the island backgrounds), essentially compact, but dimensionally comprehensive. This documentary sourcebook is addressed to that need. It is intended as a classroom text (in a wide range of classes, e.g. urban sociology, ethnic relations, minority groups in the United States, etc.). It addresses also a broad readership which wishes to place the Puerto Rican experience in meaningful perspectives. Part I ("The Island Background") provides a politico-economic-cultural kaleidoscope of island life (at best, a miniscule social portrait deriving from the huge literature noted above) and is intended as a background against which the mainland experience is to be understood. Part II ("The Migration") brings together the data for a correct appraisal of the phenomenon, including return migration. Part III ("Life on the mainland: conflict and acculturation") furnishes multidimensional perspectives on the mainland experience, with particular notice of the restiveness and new awareness of needs translated into the postures of defiance, e.g. the Young Lords Party and the politicization of the mainland experience in schools, the most sensitive of the social institutions. (Author/JM)

ED 073 183 UD 013 200
Hanushek, Eric A.
Education and Race: An Analysis of the Educational Production Process.
Pub Date 72
Note—176p.
Available from—D.C. Heath & Co., 285 Columbus Avenue, Boston, Mass. 02116 ($10.00)
Document Not Available from EDRS.
Descriptors—Educational Finance, Educational Needs, *Educational Policy, *Educational Problems, Elementary Schools, *Input Output Analysis, Mexican Americans, *Minority Groups, Models, Policy Formation, School Integration, Surveys, *Systems Approach, Urban Education
Identifiers—Northern States

Chapter one of this study of the education of minorities in the United States delineates the past record of the educational system in equating the educational levels of whites and minorities. It also sets the background of the educational system in terms of the dynamics of urban areas and the financial problems faced by school systems. Within chapter two, the basic concepts of production relationships for education are described. Such input-output relationships provide a basic method for organizing what we know about the educational process. From a production function, it is possible to make decisions about educational policy. This chapter both describes the decision rules which administrators should use and presents a conceptual model of the educational process. Chapters three through five illustrate how data from the past operations of the school system can be used to gain insights into the educational process. Statistical models representing the educational process in elementary schools are developed. Chapter six looks into the question of school desegregation in some detail. The implications of racial and ethnic composition in earlier chapters are related to current discussions of the educational value of desegregation. Finally, an attempt is made in chapter seven to outline how such an analysis provides inputs to the educational decision maker. (Author/JM)

ED 073 184 UD 013 201
Gordon, Chad
Looking Ahead: Self-Conceptions, Race, and Family as Determinants of Adolescent Orientation to Achievement. The Arnold and Caroline Rose Monograph Series in Sociology.
American Sociological Association, Washington, D.C.
Pub Date [69]
Note—123p.
Available from—American Sociological Association, 1722 N Street, N. W., Washington, D. C. 20036 ($5.50)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Adolescents, *Aspiration, *Family Structure, Intelligence, Negro Students, Occupational Aspiration, Parental Aspiration, *Race, Research Methodology, *Self Concept, Socialization, Socioeconomic Status, Student Attitudes, Student Behavior

All discussions of what might have produced particular configurations of family structure among low-income blacks (or whites) have generally assumed an essential link between family structure and "pathology." This monograph is an attempt to provide some of the lacking theoretical structure and to evaluate more of the necessary empirical evidence of this logically necessary but previously implicit connecting link between large-scale institutional factors and individual socialization. Constructing a theoretical model involves the simultaneous consideration of the mutual relations between four sets of variables: (1) basic social structural categories (race and social class); (2) immediate social arrangements (family role structure); (3) specific intervening factors (measured mental ability of the child, parental aspiration, and relevant self-conceptions); and, finally, (4) hypothesized behavioral and attitudinal outcomes (educational aspiration, actual school achievement and selection, and occupational expectation). In this monograph, multiple-control cross-tabulations will be presented first in order to show graphically the nature of the complex relations. Then, an attempt will be made to employ the technique, relatively new to sociology, called path analysis, as the procedure most appropriate in discussing and portraying the mutual and simultaneous relations among independent, intervening, and dependent variables. (Author/JM)

ED 073 185 UD 013 202
Orum, Anthony M.
Black Students in Protest: A Study of the Origins of the Black Student Movement. The Arnold and Caroline Rose Monograph Series in Sociology.
American Sociological Association, Washington, D.C.
Pub Date [70]
Note—94p.
Available from—American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036 ($5.50)
Document Not Available from EDRS.
Descriptors—*Activism, Black Power, *Civil Rights, *College Students, Educational Quality, Equal Facilities, Equal Protection, *Negro Colleges, Negro Leadership, Negro Organizations, *Negro Students, Political Socialization, Social Action, Student Attitudes, Student Behavior

The present study is a sociological rather than an historical treatment of the role of black college students in the civil rights movement. We will determine the characteristic motivation of the typical black student protestor as well as the social and economic conditions that provoked him to protest. The data for our analysis will consist principally of hundreds of black students' replies to survey questionnaires. Most sociologists and other social scientists who have studied contemporary student protests including the black student movement generally believe the protests emerge in response to several diverse sets of circumstances. Four sets of factors may act as predisposing conditions: personal background and values; educational and social setting; special cultural climate; and certain historical exigencies. In our study we have been able to examine only three such sets of predisposing circumstances. In the first set, personal background and values, we shall examine dimensions similar to those already investigated, among them social class, birthplace, and choice of career. The second set, college experiences, is operationalized to include such things as the extent and kind of the students' involvement in extracurricular activities as well as their attitudes towards the college. And the third set, variations in college settings includes such variables as size of school, quality, and source of control. (Author/JM)

ED 073 186 UD 013 203
Rosenberg, Morris Simmons, Roberta G.
Black and White Self-Esteem: The Urban School Child. The Arnold and Caroline Rose Monograph Series in Sociology.
American Sociological Association, Washington, D.C.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date [71]
Note—167p.
Available from—American Sociological Association, 1722 N St., N.W., Washington, D.C. 20036 ($5.50)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Elementary School Students, Family Background, Psychological Tests, *Racial Differences, Racial Discrimination, Racial Segregation, *Secondary School Students, *Self Esteem, Self Evaluation, Social Class, Socioeconomic Status, Surveys, *Urban Population
Identifiers—Maryland

Much of the evidence behind the assumption of low black self-esteem has come from studies showing that black children prefer light-skinned dolls, pictures, or puppets to those with brown skin, or that they show problems of self-esteem in psycho-therapeutic sessions. While many of these studies are of a high order of excellence, they characteristically suffer from certain limitations with regard to method: (1) self-esteem has almost invariably been inferred by the investigator from indirect evidence rather than direct examination; and (2) the samples have rarely been representative, so that it is difficult to know to what populations they properly apply. As a result of these considerations, we undertook a study of self-esteem among black and white children in Baltimore during the spring of 1968. The population of this study was the public school pupils in Baltimore City above the second grade. In contrast to some of the earlier investigations, ours attempted to obtain a reasonably large and representative sample of a public school population and to measure self-esteem in a direct fashion. Our interest was not only in comparing the self-esteem of black and white children but also in learning how certain aspects of their respective social environments would bear upon their self-attitudes, and how children of each race would respond to these environmental influences. (Author/JM)

ED 073 187 UD 013 206
Fortune, Jim C. Hutchinson, Thomas E.
The Relationship Between Academic Disadvantagement and Socioeconomic Disadvantagement as Reported by Teachers on a National Sample Basis.
Pub Date Sep 72
Note—25p.; paper presented at the American Psychological Association annual meeting, Honolulu, Hawaii, September 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Compensatory Education Programs, Disadvantaged Youth, *Economically Disadvantaged, Educational Background, *Educationally Disadvantaged, *Elementary School Students, Family Income, *National Surveys, Parental Background, Racial Differences, Sex Differences, *Socioeconomic Status, Student Participation, Unemployment, Welfare Recipients

The assumption is often made that economically and academically disadvantaged students constitute the same basic population within disadvantaged schools. This paper seeks to ascertain the relationship between these two target-group sectors and to identify the overlap of academically disadvantaged pupils with the other five prevalent target groups: (1) potential dropouts; (2) emotionally or mentally handicapped students; (3) migrant pupils; (4) neglected and delinquent pupils; and, (5) physically handicapped pupils. The paper proposes to use a data bank from the national 1970 Evaluative Survey of Compensatory Education to entertain the following four questions concerning the overlap between academic and economic disadvantagement: (1) in what variables do children targeted as academically disadvantaged differ from the overall population in the eyes of their teachers?

(2) in what variables do children targeted as socioeconomically disadvantaged differ from the overall population in the eyes of their teachers? (3) what is the overlap of these two categories? Are academic disadvantagement and socioeconomic disadvantagement highly related variables? and, (4) in relationship to the target groups--academically disadvantaged pupils, socioeconomically disadvantaged--what variables interact differently for crosstabulation built upon these three categories and on the estimated national population? (Author/JM)

ED 073 188 UD 013 214

Ricciuti, Henry N.

Malnutrition and Psychological Development.

Pub Date Nov 72

Note—25p.; based on addresses at the annual meetings of the American Psychological Association, Washington, D.C., September 1971 and of the Association for Research in Nervous and Mental Disease, New York, N.Y., December 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Development, Cognitive Development, Early Childhood, *Environmental Influences, Growth Patterns, Health Needs, *Hunger, Individual Characteristics, *Individual Development, *Intervention, Maturation, Mental Development, Mental Retardation, *Nutrition, Psychological Characteristics

What is the status of our present knowledge concerning the influence of malnutrition on intellectual development, learning, and behavior in children? This paper focuses primarily on an identification of some of the major issues and questions which are of concern to investigators in the field. The major concern of this review is with undernutrition, or malnutrition produced essentially by an insufficiency of protein and calories in the child's diet, commonly referred to as "protein-calorie malnutrition," which is regarded by many as the most serious nutritional problem on a world wide basis. Some consideration is also given to recent research on specific nutritional deficiencies and intellectual development. Several groups of studies are reviewed: (1) studies of protein-calorie malnutrition severe enough to markedly curtail physical growth, and to require hospitalization in the first several years of life; (2) studies of children having experience of more moderate, chronic malnutrition, judged usually on the basis of restricted physical growth; (3) studies of current efforts to evaluate the effects of various types of experimental intervention aimed at preventing or remedying the adverse consequences of malnutrition; and, (4) studies of relationships between intellectual functioning and specific deficiencies in such nutrients as iron or vitamins. (Author/JM)

ED 073 189 UD 013 215

Greene, John F. Zirkel, Perry Alan

The Family Background of Puerto Rican Students: An Analysis of Educationally Relevant Variables.

Pub Date [71]

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aspiration, Bilingual Education, Educational Attitudes, Educational Background, *Elementary School Students, *Family Background, Family School Relationship, Language Proficiency, Occupational Aspiration, Occupations, *Parent Attitudes, *Puerto Ricans, Role Perception, Spanish Speaking

Identifiers—Connecticut

The purpose of this study was to construct a data base concerning the home background of Puerto Rican students as it relates to present and potential educational programs. The focus was on parental perceptions of educationally relevant variables in hopes of improving the planning and implementation of educational programs by school and community groups to better meet the needs of Puerto Rican people. Ninety-two Spanish-speaking families having children in the primary grades of Bridgeport public schools were interviewed for this study. Names and addresses of these families' children were obtained from five schools in various areas of Bridgeport in proportion to the concentration of such students in each school. Fifty percent of the sample were Model Cities Neighborhood residents. The Zirkel-Greene Home Interview Schedule was the instrument used for this study, this instrument being available in English and Spanish forms. Basically, it includes items that deal with factors of parental perception and family background that relate to the education of Spanish-speaking pupils. Since the interviews were conducted for the most part during the afternoons, mothers responded in about 87 percent of the interviews. Fathers participated in about 16 percent of the interviews. An adult other than a parent participated in about 9 percent of the interviews. (Author/JM)

ED 073 190 UD 013 216

Triandis, Harry C. And Others

Job Perceptions Among Black and White Adolescents and the Hardcore Unemployed. Illinois Studies of the Economically Disadvantaged, Technical Report Number 7.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—ISED-TR-7

Pub Date Feb 71

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, *Cultural Differences, Cultural Factors, Culture Conflict, Employment Problems, *Jobs, *Perception, *Racial Differences, Research Methodology, Sex Differences, Social Differences, Socioeconomic Status, Unemployed, Work Attitudes, Work Environment

Subjective culture is a cultural group's characteristic way of perceiving its social environment. An important aspect of a social environment are the jobs available for the consideration of an individual. The present study is an exploratory study directed at the examination of job perceptions among a group of white and black adolescents and the hardcore unemployed. This study had two main goals: (a) instrument development, and (b) the gathering of data on subjective culture. To reach these goals it was desirable that as many disparate samples as possible should be used. It was possible to obtain four geographically and demographically distinct samples: (1) white female college students; (2) black working-class and lower-class high school boys from the Chicago Heights area; (3) white high school boys, working-class and lower-class, and some Spanish-speaking adults from Chicago Heights; and, (4) black adult subjects classified as "hardcore unemployed," from St. Louis, Missouri. The purpose of using these samples was to be able to generalize to that situation in which black males with vocational problems try to become integrated in a highly heterogeneous white establishment. White females were used because the investigators felt that they are the best examples of carriers of white middle-class culture, and thus would provide an "extreme-groups" comparison to the black sample. (Author/JM)

ED 073 191 UD 013 217

Malpass, Roy S. Symonds, John S.

Some Reactions to Employing Blacks. Illinois Studies of the Economically Disadvantaged, Technical Report Number 10.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—ISED-TR-10

Pub Date Jul 71

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Problems, Caucasians, *Critical Incidents Method, Cultural Differences, Employee Attitudes, Employee Responsibility, *Employer Attitudes, *Employer Employee Relationship, *Employment Problems, Job Satisfaction, Middle Class, *Negro Students, Perception, Racial Differences, Work Attitudes

During the summer of 1969, the authors, two white middle-class psychologists, employed two black assistants, both students at the University of Illinois and residents of the local community. This was done for two reasons. (1) They were involved in a larger project whose ultimate aim is to train both blacks and whites so that interracial interactions in employment settings lead to improved job tenure for black employees. The authors felt that to undertake such an enterprise without first-hand experience of some of the problems would be intellectually dishonest at least, and maladaptive, at worst. (2) Information was needed concerning interracial interactions in the community which only local black persons could obtain. This paper describes both their experiences as employers and summarizes information obtained from other employers and employees. First described and commented upon are some of the bureaucratic problems encountered. Then reported on are their views of the "stimulus," describing some aspects of the behavior of their two employees as it appeared to them in their employer roles. They add their reflections on these descriptions, on the information obtained by their assistants in their collection of critical incidents, and on their perception of their own responses. One of the black assistants commented upon the employers' reactions. His observations are included. (Author/JM)

ED 073 192 UD 013 218

Davidson, Andrew R. Feldman, Jack M.

An Attribution Theory Analysis of Interracial Conflict in Job Settings. Illinois Studies of the Economically Disadvantaged, Technical Report Number 11.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—ISED-TR-11

Pub Date Jul 71

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conflict, Content Analysis, *Critical Incidents Method, *Cultural Differences, Cultural Factors, Culture Conflict, Employee Attitudes, Employer Attitudes, *Employer Employee Relationship, Employment Problems, Perception, Race Relations, *Racial Differences, Work Attitudes, Work Environment

Any series of studies which attempt to deal with the problems of conflict and lack of communication among blacks and whites in job settings must logically include some empirical analysis of these conflicts. This paper uses an information content analysis of critical incident data. The critical incident methodology focuses on specific instances of behavior which provide positive or negative outcomes, attempting to give specific behavioral referents to positive or negative evaluations. Because it is both an exploratory technique and one which is tied to behavior, it is well suited for the generation of real-life conflicts which may then be used as stimuli in studies of training effectiveness. Critical incidents were collected from 11 black and 13 white workers from a number of Champaign and Urbana firms, by interviewers of the same race as the respondent. Workers were asked about incidents of conflict between themselves and members of the other race. To perform the content analyses, the authors first read the texts of all black and white respondents. A system of categories, based on the texts, was then devised separately for white and black subjects. Texts were numbered and checks were placed under each category name present in a given text. Categories and text codings represent the consensus of the authors. (Author/JM)

ED 073 193 UD 013 219

Cherrington, David J.

Supervisor Training Programs on Minority Employment: Suggested Concepts and Procedures. Illinois Studies of the Economically Disadvantaged, Technical Report Number 16.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—ISED-TR-16

Pub Date May 72

Note—57p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cross Cultural Training, Culture Conflict, Employer Employee Relationship, Ghettos, Management Development, *Middle Class Culture, Middle Class Values, Minority Groups, *Negro Culture, Perception, Race Relations, Supervisors, *Supervisory Training, *Training Techniques, Work Attitudes

The purposes of this report are to present the narrations of the slide-tape presentation "Cultural Differences in Industry," and a readers theater script "Understanding Cultural Differences," and to document and describe their development and possible use. These materials were designed as training tools for teaching cultural differences between the black ghetto culture and white middle-class culture, primarily to white college students and white supervisors and foremen. By understanding cultural backgrounds of individuals

from different cultures, it was anticipated that one could more correctly interpret the motives and actions of others and reduce the conflict and misunderstanding which might otherwise occur. The objective of the slide-tape presentation was to present a systematic listing of eight of the most salient cultural differences between the white middle-class culture and the black ghetto culture. A theoretical or historical explanation is given for each difference, and some of the possible effects of these cultural differences in industry, such as misunderstanding and conflict, are described. In the readers theater script, these cultural differences are portrayed in a real life setting showing two quite opposite interpretations of a black employee's behavior. (Author/JM)

ED 073 194 UD 013 223

Turner, W. E. And Others

ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September, 1971-August, 1972.

Wichita Public Schools, Kans.

Spons Agency—Kansas State Dept. of Education, Topeka. ESEA Title I Office.

Pub Date Aug 72

Note—533p.

EDRS Price MF-$0.65 HC-$19.74

Descriptors—Bus Transportation, *Compensatory Education Programs, Educational Resources, Private Schools, *Program Evaluation, *Reading Programs, Remedial Reading, Resource Allocations, *School Integration, Student Transportation, Transfer Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Kansas

The sixth full year of Title I, Elementary Secondary Education Act programs in Wichita, Kansas has just been completed. As in previous years, the major thrust of Title I or Project SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth) has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of Federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by integration efforts. Because of busing, Title I services were extended to 50 additional elementary schools and 14 additional junior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction and attendance services. With the exceptions of corrective reading and attendance services, most other Title I activities were concentrated on the early elementary grades and pre-school. While a total of 4887 public and 291 non-public children participated in all phases of Title I, the greatest number for any single instructional program was 1703 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Gates-MacGinitie Reading Test and on the pretest-posttest gain in the instructional reading grade level which was a teacher evaluation. (Author/JM)

ED 073 195 UD 013 226

Dambacher, Arthur D.

Comparison of Selected Group Achievement Test Results for Period 1967 through 1972.

Berkeley Unified School District, Calif. Office of Research and Evaluation.

Pub Date 72

Note—66p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Achievement Tests, Age Differences, Arithmetic, *Basic Skills, Educational Diagnosis, Elementary School Mathematics, Elementary School Students, Language Skills, *Longitudinal Studies, Reading Achievement, School Districts, Secondary School Mathematics, Secondary School Students

Identifiers—Berkeley, *California

The Berkeley Unified School District annually administers achievement tests covering the skills areas of reading, language, and arithmetic. All grades, one through twelve, are tested in reading. The Cooperative Primary Test is used in the first, second, and third grades since it is the State-mandated instrument. Grades four through twelve are also tested in language and arithmetic. The Comprehensive Tests of Basic Skills are used in grades four through eleven and the Iowa Test of Educational Development is employed with twelfth graders to test all three skills areas. All scores reported herein were secured from the Spring testing, May 1972, except those for twelfth graders, which were taken from the State-mandated Fall testing conducted in October 1971. It should be pointed out that these tests are designed to measure the level of competency in the basic skills areas. Consequently some of the high-achieving students, especially in the upper grades, have a tendency to "top out" on the tests; i.e., to get near-perfect scores which demonstrates their mastery of the basic skills, but not necessarily their achievement level in the subject areas being tested. Consequently, these tests have the most value for demonstrating the basic skills achievement level of the average and low-achieving students whose scores generally are not affected by this "ceiling effect." (Author/JM)

ED 073 196 UD 013 232

Drane, Jeanne G., Ed.

Report on ESEA Title I Evaluation for 1971-72.

Saint Louis Public Schools, Mo. Office of Planning and Program Development.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date Nov 72

Note—57p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Compensatory Education Programs, *Dropout Prevention, Elementary Education, *Federal Programs, High School Students, Inner City, Inservice Teacher Education, *Program Evaluation, *Reading Programs, Secondary Education, Small Classes, Student Adjustment, Work Study Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Missouri

This document includes summaries of the annual evaluations of the five major programs in St. Louis funded under Title I of the 1965 Elementary Secondary Education Act. The general purposes of the Reading Improvement Teams program were to improve the reading skills of the children with the greatest reading problems in the Title I schools and to broaden and improve the materials and techniques used for teaching reading by the classroom teachers in the program. The Rooms of Fifteen program had three general purposes: (1) to improve the basic academic skills of faltering elementary students to the point where they can succeed in a regular classroom; (2) to improve student attendance; and, (3) to influence children toward growth in self-confidence and toward overcoming feelings of defeat and frustration. The Title I Lincoln High School was designed to intervene in the problems of the inner city student who has trouble adjusting to school. The South Grand Work-Study High School was designed to recruit dropout-prone students in the Title I schools and influence them to stay in school and graduate through a program of job training and services. The Nonpublic Schools program has two general purposes: to improve the basic academic skills of Title I eligible children, and to provide inservice training and facilities to Title I teachers in nonpublic schools. (Author/JM)

ED 073 197 UD 013 237

Hauser, Robert Mason

Socioeconomic Background and Educational Performance. The Arnold and Caroline Rose Monograph Series in Sociology.

American Sociological Association, Washington, D.C.

Pub Date Jun 71

Note—176p.

Available from—American Sociological Association, 1722 N St., N.W., Washington, D.C. 20036 ($5.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Academic Aspiration, Caucasian Students, *Educational Sociology, Grades (Scholastic), *Occupational Aspiration, Research Methodology, Secondary Education, Socialization, Social Stratification, *Socioeconomic Background, Socioeconomic Influences, Surveys, Urban Education

Identifiers—Tennessee

This study is an investigation of the role of socioeconomic factors in the process of secondary education in a metropolitan community. Two questions guide the inquiry. To what degree is the influence of socioeconomic background on performance in school an adequate theory of educational performance? How much does a student's educational performance depend on which school he attends? Academic achievement, course marks, and aspirations are three educational performances which are interpreted as part of a sequential process of stratification or socioeconomic life-cycle. The cycle begins with the position of the family of origin, and unfolds through processes of childhood socialization, schooling, job-seeking, occupational achievement, and the formation and functioning of a new family of procreation. This study attempts to interpret differential educational performances among white students enrolled in the public secondary schools of Davidson County, Tennessee, in 1957. Parallel analyses were carried out for the students of each sex in the six grades from seven to twelve. The study drew upon the data files of the Nashville school survey, which contained a variety of information ascertained from group-administered questionnaires and school records. These data were supplemented by population characteristics of the school districts in 1960. (Author/JM)

ED 073 198 UD 013 251

Elementary and Secondary Education Act of 1965. Title I Planning Handbook.

Detroit Public Schools, Mich. Office of Federal, State, and Special Projects.

Pub Date Dec 71

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Compensatory Education Programs, Educational Needs, Educational Planning, Program Administration, Program Budgeting, Program Costs, Program Design, Program Development, Program Evaluation, *Program Guides, *Program Planning, *Program Proposals

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Michigan

The purpose of this handbook is to provide information on the fundamental requirements, as set down in the Federal law and policy, that are necessary in planning Title I, Elementary Secondary Education Act proposals. Also, this handbook is meant to clarify Title I of the Elementary and Secondary Education Act of 1965 and its amendments. It provides a further elaboration of Health Education Welfare Department Program Guides 44 and 45A for Title I. The handbook is organized to reflect in sequence each phase of the planning and development of a Title I proposal; each phase is discussed in terms of legal and guideline requirements. After the first general section on the purpose of Title I, the content material in bold type is that which is quoted directly from the Title I law. The questions, answers, and exercises are designed to clarify that law and discuss how it relates to the policies of the Detroit Public Schools. Section two, "Target areas," discusses topics related to the selection of attendance areas for Title I projects. Section three discusses "Comprehensive assessment of needs", and section four deals with "program design." Section five discusses topics relevant to the implementation of program proposals and section six discusses the specific evaluation procedures included in the Title I program. Section seven discusses topics relevant to "fiscal planning." (Author/JM)

ED 073 199 UD 013 256

Brown, Edward K.

Differential Effects of Title I Program Funds on Reading Achievement in Elementary Schools in Philadelphia.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date [72]

Grant—OEG-48-0043-51-011-01

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Enrichment, Compensatory Education Programs, Cultural Enrichment, *Elementary School Students, Enrichment Programs, Evaluation Methods, *Federal Programs, Intervention, *Program Evaluation, Pupil Personnel Services, *Reading Achievement, Remedial Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Pennsylvania, Philadelphia

A study of the performance pattern of 1,000 elementary school children in Philadelphia was conducted to determine: (a) whether the inclusive Title I program was having a significant impact on reading achievement, and (b) whether the specific intervention models were producing significant changes in the performance rates of their respective groups. Through the use of a component impact analysis procedure, it has been found that Title I elementary schools in Philadelphia were receiving four intervention models: Educational and Cultural Enrichment, General Instructional and Supportive Support, Intensive Instructional and Supportive Support, and Remediation Programs. The evaluation of the scores of 1,000 pupils from the target population revealed that the four intervention models were producing positive differential gains in reading achievement. When compared with their initial rates of progress, the average pupil increased his rate of progress in reading achievement by 100 percent. In Models 2, 3, and 4, the average pupil improved his rate of progress in reading by more than 100 percent. These results showed that the additive effects of the project input service configurations within the intervention models caused the development of skills/strategies which facilitate improved learning. (Author/JM)

ED 073 200 UD 013 257

Lederer, Norman, Ed. *Copps, Jane, Ed.*

Ethnic and Minority Studies Review. Volume 1, Number 1.

Wisconsin Univ., Stevens Point. Ethnic and Minority Studies Center.

Pub Date 72

Note—68p.

Journal Cit—Ethnic and Minority Studies Review; v1 n1 Fall-Win 1972-1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American History, American Indians, Curriculum Development, *Ethnic Studies, Immigrants, Industry, *Literature Reviews, Mexican Americans, *Minority Groups, Negro History, Racial Discrimination, Racism, Slavery, *Social Sciences, *United States History

This document is the first issue of the University of Wisconsin System "Ethnic and Minority Studies Review," which represents an effort to bring to the attention of the people of Wisconsin and elsewhere an awareness of the work that is being done in the area of ethnic and minority and women's studies, especially within Wisconsin, along with reviews of books dealing with these subjects to aid faculty and laypersons in their efforts to keep abreast of the multitude of publications in these studies. Contents include the following articles: "The Angry Chicano," A.R. Sunseri; "Immigrant studies at Oshkosh," A.W. Andersen; "A multidisciplinary approach to ethnic and minority studies," D. Martin; "Recent works in native American studies: a review essay," G. Sieber; "Racial policies in American industry: a review essay," J.D. Norris; and "Eighteenth century slavery in the British colonies: a review essay," W.M. Wiecek. Twenty books are reviewed, dealing with such topics as the life of Henry Wilson, the oratory of twentieth century Negro leaders, the Maryland Germans, the diary of William Johnson, letters from Negro soldiers, 1898-1902, scientific attitudes of racial inferiority, 1859-1900, racism in California, the abolitionist tradition, the demography of Boston, 1830-1860, the Germans of Nebraska, and other topics. (Author/JM)

ED 073 201 UD 013 260

Bean, Joan P.

Subject-Generated Strings, and Noun-Pair Learning: Population Comparisons.

Pub Date [72]

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Association (Psychological), Associative Learning, Caucasian Students, Cognitive Development, Cognitive Processes, *Context Clues, *Elementary School Students, Negro Students, *Paired Associate Learning, *Racial Differences, Recall (Psychological), Social Differences, *Socioeconomic Status, Verbal Learning, Verbal Stimuli

The facilitation observed when paired-associates (PA) are presented or generated in a meaningful string is a phenomenon that is well-documented, and raises a number of developmental issues. The principal objective of the current research was to examine the relationship between performance on an auditory PA task and the linguistic components of strings provided and generated by children from low-status-black and high-status-white groups. In addition, it was an attempt to bring sociolinguistic research closer to children's learning. Two hundred and sixteen sixth graders, comprising 108 low-status-black and 108 high-status-white subjects were aurally presented 36 pairs of concrete nouns. Linguistic strings generated in a free condition by low-status children facilitate recall for subjects like them, whereas high-status children's performance was facilitated by strings generated within both populations. Children from low-status-black and high-status-white populations learn noun-pairs more efficiently when nouns were embedded in subject generated and experimenter-provided verbal contexts than in a no-context control. A multiple regression analysis was carried out to assess the relationship between linguistic characteristics of the strings and noun-pair recall. (Author/JM)

ED 073 202 UD 013 261

Multi-Ethnic Reading and Audio-Visual Materials for Young Children: Annotated Bibliography.

Day Care and Child Development Council of America, Inc., Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 72

Note—11p.

Available from—Day Care and Child Development Council of America, 1401 K Street, N.W., Washington, D.C. 20005 (Pub. No. 101, no price quoted)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American Indians, *Annotated Bibliographies, *Audiovisual Aids, Childrens Books, Cultural Education, Early Childhood, Ethnic Groups, Ethnic Stereotypes, Films, Minority Groups, *Multicultural Textbooks, Negroes, *Primary Education, *Reading Materials, Spanish Speaking

This publication lists multi-ethnic reading, audio, and audio-visual materials for young children in day care center programs and homes. The listing, it is held, is by no means a complete one. The need for listing these materials arises from the fact that, historically, children's literature on minority races has been written from a prejudiced point of view, and in a derogatory manner, by white authors for a white audience. Another major reason for putting this list together is to encourage each minority to learn about the other through authentic and reputable authors. This way, the stereotyping and negative attitudes that have resulted from bad children's literature may be offset. In most listings there is sufficient information to order the books listed. Where possible, the cost, audience or grade level, and binding--paperback or hard cover--of the books is specified. Some of the films indicate that a preview is available prior to purchase. The listings are organized in four sections: Spanish, Indian, Black, and Reference Sources. (Author/JM)

ED 073 203 UD 013 263

Brown, Edward K.

Invalidities in Reporting and Discussing the Educational Progress of Disadvantaged Urban Children.

Pub Date [71]

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Cognitive Processes, Cultural Differences, *Disadvantaged Youth, *Educational Development, *Educational Diagnosis, Family Background, Learning Theories, Problem Solving, Program Development, Social Reinforcement, Student Attitudes, *Student Evaluation, Urban Education, *Urban Youth

Current trends in reporting and discussing the educational progress of disadvantaged urban children seem to be made without the benefits of recent findings in educational psychology, learning theory, studies of the effects of societal conditions on educational progress, or psychometric procedures. When these recent findings are considered, one would find that the characteristics such children bring to school are fixed behavioral patterns that are reinforced by their environments. Secondly, one would find that their underachievement is related to the discontinuity between their societal patterns and the prescribed educational referents. Therefore, the methods they use to solve problems are significantly different than those expected in the educational setting. For these and other reasons, methods to measure their ability to master educational tasks provide indices of the discrepancies between their cultural experiences and those offered in the educational setting. The circumstances which prevent disadvantaged children from being successful in school are not universal. They are complex and take on a variety of forms. To argue that a specific set of materials or educational programs will do the job for all urban children within a given school or at a given grade level would tend to suggest that the advocate neither understands the problem nor appreciates the situation. (Author/JM)

ED 073 204 UD 013 264

Nosow, Sigmund

Family Structure and Attitudes Toward the Family for Negroes and Whites From Lower-Class and Working-Class Backgrounds.

Pub Date May 72

Note—21p.; paper presented at the Ohio Valley Sociological Society, London, Ont., May 1972; analysis based on data derived in 1963-64

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Caucasians, *Family Attitudes, Family Influence, *Family Structure, Lower Class, Measurement Techniques, Negroes, *Racial Differences, *Sex Differences, Social Adjustment, *Social Differences, Social Problems, Socioeconomic Background, Socioeconomic Status

Identifiers—Michigan

This study is concerned with attitudes of family members, and whether such attitudes indeed vary with different family structures. The increasing sociological and psychiatric evidence seems to support the existence of family strengths in families which have been defined as unstable because of structural attributes. Given the historical character of the Negro lower-class family one would expect to find strong attitudes of family identity and integration among female members of the family and some sense of isolation from the family by the adult Negro male. The types of attitudes to be found among their white counterparts have not been documented. A study concerned with the evaluation of retraining workers provided an opportunity to explore the relationships between the family structure of persons applying for retraining in Michigan, and their subjective attitudes toward their families. The research design was a two-stage panel study in which the first stage data used here were derived through an interview schedule and a test battery of attitudinal and psychological items administered during the first week of training. The original sample consisted of 561 persons. The analysis here is based upon a sample of 471 lower-class and working-class adults, male and female, Negro and white. (Author/JM)

ED 073 205 UD 013 265

Herjanic, Marijan *And Others*

Reaching the Unreached: A Children's Community Mental Health Program in the Inner City.

Pub Date Oct 72

Note—24p.; paper presented at the American Academy of Child Psychiatry meeting, New Orleans, La., October 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Development, Childhood Needs, *Community Programs, Community Services, *Inner City, Mental Development, Mental Health Clinics, *Mental Health Programs, Neighborhood Centers, Nonprofessional Personnel, *Problem Children, Program Evaluation, Psychiatric Services, Public Health

Identifiers—*Missouri

Malcolm Bliss Mental Health Center, through the Outreach Service, provides psychiatric care for the residents of the Model Cities area of the City of St. Louis. The program was started three years ago, but was actually in full operation for about one and a half years. The services to children are a part of the total program and it is difficult to separate them without speaking about the rest of the program. The goals of the Outreach Services are: (1) to make mental health services easily accessible to all residents; (2) to establish programs with high-risk populations to prevent the development of psychiatric disabilities; and, (3) to educate neighborhood residents about mental health, psychiatric illness, and the various services available to them. In terms of

these goals, five clinics were successfully established in five areas, and a higher percentage of the population there is being reached when compared to the rest of the catchment area. Some preventive programs have been started and work continues on the education of the neighborhood residents with some success. These programs are even more difficult to evaluate and only long-term studies will probably provide the answer about success or failure in this respect. One of the main obstacles to this work has been the low priority of mental health and mental disease for the poverty stricken residents of the inner city. (Author/JM)

ED 073 206 UD 013 273
Rist, Ray C.
On the Role of Principal as "Cultural Maximizer" in an Urban Black School.
Bureau No—BR-6-2711
Pub Date 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Attitudes, *Administrator Role, Economically Disadvantaged, *Educational Attitudes, Elementary Schools, Family School Relationship, Negro Students, Negro Teachers, *Principals, School Administration, School Policy, *School Segregation, Secondary Schools, Student School Relationship, *Urban Schools
This paper represents an ongoing attempt by the author to elucidate, from a three year longitudinal study, the social and cultural milieu of a single, all black, ghetto school. The purpose of this paper is to detail the manner in which the activities and role of principal in this urban black school are affected by positing an "external social forces" model to explain the failure of children to learn. The institutionalized role of "principal" involves acting as "cultural maximizer" for the school. The cultural maximizer is one whose functions include maintaining the level of the culture as it is and contributing certain qualitative features necessary to the continuance of the cultural life. His function is never to alter the culture radically. He may help give more intense expression to features that already exist, but never wants to bring about fundamental change. This statement closely describes the organizational activities of the two different principals who served at the school during this study. The school contains classes ranging from kindergarten through eighth grade, with one special education class. The enrollment of the school fluctuates near the 900 level and the staff consists of 26 teachers, a librarian, two physical education instructors, an assistant principal, and the principal. All teachers, administrators, staff, and pupils are black. (Author/JM)

ED 073 207 UD 013 285
Project Opportunity Reports: Research and Evaluation Report, Number 1972-5: Post-Secondary Enrollment Patterns of Group III Project Opportunity Students; Number 1972-6: College Choices of Outstanding Black Students in Project Opportunity.
College Entrance Examination Board, Atlanta, Ga. Southern Regional Office.; Southern Association of Colleges and Schools, Atlanta, Ga.
Pub Date 72
Note—19p.
Available from—College Entrance Examination Board, Southern Regional Office, 17 Executive Park Drive, N.E., Atlanta, Georgia 30329 (no price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Choice, College Preparation, College Programs, *Compensatory Education Programs, Disadvantaged Youth, Economically Disadvantaged, *Guidance Programs, *Higher Education, High School Students, Minority Groups, Negro Students, Post High School Guidance, Post Secondary Education, *Program Evaluation, Southern Schools
Project Opportunity, a cooperative endeavor of the College Entrance Examination Board and the Southern Association of Colleges and Schools, is a long-term demonstration guidance project that has operated at 11 centers in the South since 1964. Funded primarily by the Ford Foundation, the program focuses primarily on high school students from minority/poverty backgrounds. The project's primary purpose is the encouragement of greater numbers of students to stay in school and subsequently to continue their education at an appropriate school or college. The only full-time staff member at each center is a Project Opportunity counselor; this counselor works within the normal school setting and is assisted by a local policy committee that is composed of school administrators and representatives from nearby colleges that have agreed to sponsor the program. Report Number 1972-5 examines data concerning the third successive group of Project Opportunity students. Summary data is presented for the 411 Group III students who completed high school in May and June of 1972 at the 11 centers. Report Number 1972-6 focuses on the colleges chosen by the outstanding black graduates of the program. Thus far in the three graduating groups, there have been 582 black students who have continued their education at some college or other post-secondary institution. [Reproduced from the best available copy.] (Author/JM)

ED 073 208 UD 013 286
Weed, Perry L., Comp.
Ethnicity and American Group Life. A Bibliography.
American Jewish Committee, New York, N.Y. Inst. of Human Relations.
Pub Date [Nov 72]
Note—26p.
Available from—Institute of Human Relations, 165 E. 56 Street, New York, N.Y. 10022 ($0.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Cultural Pluralism, Culture Conflict, Educational Experience, *Ethnic Groups, Ethnic Relations, *Ethnic Studies, Identification (Psychological), *Immigrants, Neighborhood, Politics, Religious Factors, Socioeconomic Influences, *United States History, Voting
This bibliography grew out of a broad scale effort by the American Jewish Committee, especially its National Project on Ethnic America, to focus new attention on the positive aspects of multi-ethnicity in our society, and also to encourage deeper study and programming for solving the problems of polarization, fragmentation, and white ethnic alienation. While this bibliography is selective, it attempts to provide a survey of the literature on American ethnic groups, with a greater emphasis on those groups who had been largely ignored until recently. Material is included on the immigrant experience, political and social development, and contemporary rediscovery and resurgence. The majority of the literature in the last category is popular and journalistic. The contents are organized into eight sections: (1) General: overviews, theoretical discussions of ethnicity and identity, broad descriptive materials; (2) History: immigration, early settlement patterns; (3) Politics: voting studies, community analyses, analysis of political and social issues; (4) Neighborhoods: ethnic enclaves, residential concentration; (5) Religion; (6) Socio-economic and intergroup issues: group conflict, attitudes, sociological analysis, coalition-building, trade union role; (7) Education: ethnic influence on schools, schools impact on ethnic groups, ethnic studies; and, (8) Community studies. (Author/JM)

ED 073 209 UD 013 287
Beers, Joan S.
Self-Esteem of Black and White Fifth Grade Pupils as a Function of Demographic Categorization.
Pub Date 28 Feb 73
Note—44p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 28, 1973, based on author's doctoral dissertation of Univ. of Pennsylvania, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasian Students, *Elementary School Students, *Integration Effects, Negro Students, Psychoeducational Processes, Racial Balance, Racial Differences, *School Integration, School Segregation, *Self Esteem, Sex Differences, Social Differences, Social Integration, Socioeconomic Status
Identifiers—*Pennsylvania
Do varying racial and social school mixtures significantly relate to self-esteem of black and white fifth-grade pupils? The purpose of the present study was to examine several facets of this question. Interrelationships were studied among pupil's self-esteem and the following demographic variables: school's racial composition, pupil's sex, pupil's socioeconomic status, and school's socioeconomic composition. The author takes the position that pupils' attitudes are just as important, if not more important, than scholastic achievement, particularly where attitudes are studied in relationship to school's and pupil's racial and socioeconomic groupings. Self-esteem was measured by 47 items from the Coopersmith Self-Esteem Inventory and six items from the Equality of Educational Opportunity Survey. Two samples were employed. Data were analyzed for 2753 white subjects from 72 schools throughout Pennsylvania. The samples were drawn from a larger Pennsylvania Department of Education state assessment sample of 20,000 subjects from 355 elementary school buildings throughout Pennsylvania. Data were collected in the fall of 1969. The results of this study have implications for pupils' assignments to buildings, as well as implications for the selection of teachers, the allocation of resources, and the offering of special programs. (Author/JM)

ED 073 210 UD 013 288
Mech, Edmund V.
Achievement-Motivation Patterns Among Low-Income Anglo-American, Mexican-American, and Negro Youth.
Pub Date 2 Sep 72
Note—7p.; paper presented at the American Psychological Association annual meeting, Honolulu, Hawaii, September 2, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Academic Aspiration, Achievement Need, Achievement Tests, *Caucasian Students, Educational Diagnosis, Ethnic Groups, Low Income, *Mexican Americans, Minority Groups, *Negro Students, *Secondary School Students, Student Attitudes, *Student Motivation, Welfare Recipients
This project was designed to study the relationship between ethnic-racial factors and patterns of achievement motivation in males raised in low-income families. Anglo-Americans, Mexican-Americans, and Negro Americans have been depicted as possessing achievement-orientation styles that are characteristially different from one another. The subjects were 605 males aged 13 to 16. Of this number, 425 were living in welfare families, and the balance were nonwelfare. Data collection was conducted with subjects individually. Interviewers were male college graduates in their midtwenties, and assigned to subjects on the basis of ethnic-racial matching. Of necessity, Mexican-American interviewers were bilingual. Indexes utilized were (a) level of aspiration; (b) Thematic-Apperception Test; (c) Edwards Personal Preference Scale; (d) performance inventory; (e) achievement tests; and, (f) grade-point-average. Compared with Anglo-American and Mexican-American subjects, Negro subjects ranked high on interview measures of achievement motivation but scored low on measures of achievement performance in school situations. In contrast, Mexican-American subjects did significantly less well on interview measures of achievement orientation but exceeded Negro and white subjects in school performance as measured by grade-point average. (Author/JM)

ED 073 211 UD 013 296
Pidgeon, Douglas A.
Expectation and Pupil Performance.
National Foundation for Educational Research in England and Wales, London.
Pub Date 70
Note—134p.
Available from—National Foundation for Educational Research in England and Wales, 79 Wimpole St., London WIM8EA, England (no price quoted)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Culture Free Tests, Curriculum Evaluation, *Educational Diagnosis, *Environmental Influences, *Expectation, Intelligence Tests, Learning Motivation, Parent Student Relationship, School Environment, Student Attitudes, Student Motivation, Student Teacher Relationship, Test Bias
Identifiers—*England
The purpose of this monograph is to describe a number of studies that the author has carried out, which offer some evidence for the existence of a few environmental factors which appear to influence children's performance on both ability

and attainment tests. The notion is developed of how children's motivation to learn, and hence their level of performance may be affected by some none too obvious factors in their school environment. In Chapter one, the argument is advanced that the very concept of intelligence--at least as it has been understood by many teachers--can of itself exert an influence both on the structure of an education system and on the expectations that teachers develop of their pupils' capabilities. In Chapter two, a study is reported which illustrates how pupil performance on non-verbal, supposedly more or less culture-free or culture-fair, tests can be influenced by factors which are quite independent of schooling and which appear to arise solely from differences in the cultural backgrounds of the children concerned. A study is reported in Chapter three suggests that the intimacy of daily contact between parent and child is of no little importance in determining the pupils' level of achievement in school. Other studies deal with the influence of the general atmosphere of the school, the influence of curriculum factors, factors influencing teacher expectations, and pupil expectations and aspirations. (Author/JM)

ED 073 212 UD 013 319

Leading Court Decision Pertinent to Public School Desegregation.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date 10 Jan 72

Note—180p.; Committee print, House Committee on the Judiciary

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Civil Rights, *Constitutional History, *Federal Court Litigation, Federal Courts, Federal Laws, Federal State Relationship, *Integration Litigation, Integration Methods, Racial Balance, Racial Integration, *School Integration, *Supreme Court Litigation, Transfer Programs, United States History

This document comprises eight federal court decisions pertinent to public school desegregation: (1) "Brown v. Board of Education," 347 U.S. 483 (1954); Mr. Chief Justice Warren delivered the opinion of the Supreme Court; (2) "Bolling v. Sharpe," 374 U.S. 497 (1954); Mr. Chief Justice Warren delivered the opinion of the Supreme Court; (3) "Brown v. Board of Education," 349 U.S. 294 (1955); Mr. Chief Justice Warren delivered the opinion of the Supreme Court; (4) "U.S. v. Jefferson County Board of Education," 372 F. 2d 836 (1966); Circuit Judge Wisdom delivered the majority opinion of the United States Court of Appeals for the Fifth Circuit; District Judge Cox delivered a dissenting opinion; (5) "U.S. v. Jefferson County Board of Education," 380 F. 2d 385 (1967), Certiorari denied 389 U.S. 840 (1967); on March 29, 1967, the United States Court of Appeals Fifth Circuit held that school boards have an affirmative duty to bring about integrated, unitary school systems; (6) "Green v. School Board of Virginia," 391 U.S. 430 (1968); Mr. Justice Brennan delivered the opinion of the Supreme Court; (7) "Swann v. Board of Education," 402 U.S. 1 (1971); Mr. Chief Justice Burger delivered the opinion of the Supreme Court; and, (8) "Board of Education v. Swann," 402 U.S. 43 (1971); Mr. Chief Justice Burger delivered the opinion of the Supreme Court. (JM)

ED 073 213 UD 013 321

Proppe, William D.

Urban Teacher Training: A Multi-Agency Identification of Program Elements and Establishment of Criteria for Determining Curricular Content. Final Report.

Portland State Univ., Oreg. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-J-045

Pub Date 8 Dec 72

Grant—OEG-C-X-71-0034(057)

Note—54p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Admission Criteria, *Community Involvement, Community Resources, Curriculum Development, Ecology, Public Schools, Public School Teachers, *Schools of Education, Teacher Attitudes, Teacher Characteristics, Teacher Education, *Teacher Education Curriculum, Teacher Qualifications, *Urban Education, Urban Teaching

In June of 1971 there were many fragmented efforts attempting to deal with the problems of ecology and ekistics and the kinds of material which should be included in the curricula of the public schools and in the training and retraining of public school teachers. The purposes of this study were to: (a) design a system which would encourage participation of people from many sectors to produce suggestions on content and techniques which should be a part of urban education and teacher preparation; (b) establish criteria for the selection of curricular content for the training of urban teachers; and, (c) identify some elements to be included in an urban teacher education and re-education program. This study had a primary emphasis on a prescribed "brainstorming process" involving eight selected groups. The results indicated that approximately half of the list of preferred qualities for teachers generated by the groups related to personal traits which are ordinarily considered a part of a student's personality at the time he applies for admittance to the teacher training program. Approximately half of the favored quartile characteristics related to teaching techniques, methodology, and interpersonal relations. One conclusion suggested by the study is that Schools of Education should give more attention to the selection of applicants. (Author/JM)

ED 073 214 UD 013 352

Education and Racism: An Action Manual.

National Education Association, Washington, D.C.

Pub Date 73

Note—55p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20402 (NEA-381-12056)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Adoption (Ideas), *Changing Attitudes, Curriculum Development, Group Dynamics, Human Relations, Human Relations Programs, *Manuals, *Racial Attitudes, Racial Discrimination, Racism, Social Action, Social Change, *Teacher Attitudes, Teacher Education Curriculum, *Teacher Workshops

This document is the culmination of a year of cooperative effort between the Michigan Education Association's Human Relations Division and the Human Relations Section of the National Education Association Teacher Rights. These two groups spent the 1971-72 school year working together, with invaluable assistance from New Perspectives on Race, Inc. to develop a program that addresses itself to institutional racism, the most crucial issue confronting the American education system. The contents are organized in two parts. Part I, "Racism and its manifestations in education," includes discussions of such topics as prejudice, racism, racist behaviors to be avoided, and becoming "antiracist/racists." Part II, "Antiracism activities," includes discussions of a curriculum on racism, and a workshop design for racism. The latter is described in some detail. The design for a different kind of racism workshop for teachers was developed cooperatively with the Michigan Education Association's Office of Human Relations, N.E.A. Teacher Rights, and New Perspectives on Race. Appendix A includes racial checklists and inventories, while appendix B comprises group dynamics tools. (Author/JM)

ED 073 215 UD 013 353

Cohen, David K.

The Schools and Social Reform: The Case of Compensatory Education.

Harvard Univ., Cambridge, Mass. Center for Educational Policy Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date 30 Apr 70

Contract—OEC-0-70-5107

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Compensatory Education, Compensatory Education Programs, Disadvantaged Youth, Educational Planning, *Educational Policy, Educational Research, Employment Opportunities, Intelligence Differences, Policy Formation, Preschool Programs, *Program Evaluation, *Public Policy, *Social Action, Socioeconomic Status

In the most narrow sense, compensatory education has failed; most Title I programs which seek to improve achievement have no discernible effect. This is apparently a result of the fact that the programs seek to provide for disadvantaged students more of the school resources which have never been found to affect the achievement of advantaged students. It is, on the other hand, clear that compensatory programs need not fail; highly structured preschool programs aimed at language development produce impressive short run IQ gains. The most important difference between these experiments and most other preschool programs is that the former were aimed narrowly at skills clearly related to what tests of IQ and verbal ability happen to measure. In addition, there are other models of what might be called "compensatory" education--at least their object is to redistribute educational outcomes, and to improve life chances of children from disadvantaged circumstances. These programs however, focus on more distant outcomes of schooling--college entrance and high school graduation. The difficulty with both approaches is that they rest on an extremely limited evidence about the process of schooling. For example, we have no evidence that IQ affects life chances though if it does cause longer school retention, it may. While most standard compensatory programs have failed to affect achievement, there was never any evidence that much else could have been expected. (Author/JM)

ED 073 216 UD 013 354

McLaughlin, Milbrey And Others

The Effects of Title I, ESEA: An Exploratory Study.

Harvard Univ., Cambridge, Mass. Center for Educational Policy Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date 30 Dec 71

Contract—OEC-0-70-5049

Note—165p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Compensatory Education Programs, Curriculum Development, Educationally Disadvantaged, Educational Strategies, Elementary Education, Enrichment Programs, Language Programs, *Parent Participation, Preschool Programs, *Program Evaluation, Student Teacher Ratio, Teacher Education, *Teaching Techniques

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

This review of projects, funded by Title I of the 1965 Elementary and Secondary Education Act, has sought to identify the compensatory strategies which appear most effective in meeting the needs of "educationally disadvantaged" youngsters. The project was undertaken in July 1970, as one element in the research conducted by the Title I Task Force, appointed by H.E.W. Secretary Finch. This final report consists of papers focusing on two issues. The first paper explores the notion that structured, teacher directed primary grade language programs will be more successful in raising achievement scores than generalized enrichment programs. The hypothesis was investigated by a comparative review of the evaluations submitted to the Center for Educational Policy Research and by field visits. The second paper reviews the effectiveness of parent involvement in compensatory education. The paper tries to systematically investigate an area about which there are many opinions but little coherent data. It identifies those models of parent involvement which have been most effective in reaching parents and sustaining their participation as well as those which seem to be most effective in affecting achievement. Survey and other research evidence concerning the effects of parent involvement on student achievement are reviewed. [Parts of this document, including some tables, are poor in legibility.] (Author/JM)

ED 073 217 UD 013 355

Coleman, Peter

Educational Opportunity in Manitoba: A Study of Equality of Educational Opportunity and School Division Organization in Manitoba.

Manitoba Association of School Trustees, Winnipeg.

Spons Agency—Manitoba Dept. of Education, Winnipeg.

Pub Date 72

Note—148p.

EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Finance, *Educational Opportunities, *Educational Policy, Educational Resources, Enrollment Rate, *Equal Education, Policy Formation, Resource Allocations, Rural Urban Differences, School Districts, School District Spending, *School Organization, Surveys, Teacher Distribution
Identifiers—*Canada

The purpose of this study is to determine to what extent inequalities in educational opportunity exist in Manitoba, Canada and, should extensive inequalities exist, to propose ameliorative policies to provincial policy-makers. Equality of educational opportunity is considered to exist when educational resources and services are provided in such a way that access to them is distributionally equal across the province; conversely, inequalities exist when access varies consistently, on a basis other than need, for students in the province. Since unitary school divisions are the administrative units responsible for providing educational services to the great majority of public school students in Manitoba, since there are major variations in student enrollments in school divisions, and since such variations in administrative unit size have been associated with variations in service provision in other jurisdictions, the method adopted is to present data on nine different educational services and resources by size of school divisions. This presentation shows that students in larger school divisions, which are generally urban, have substantially higher levels of access. These vary in size by service, but the direction of advantage or disadvantage is constant. There is no evidence that the discrepancies are positively associated with need differentials. (Author/JM)

ED 073 218 UD 013 356
Malpass, Roy S. Salancik, J. R.
Linear vs. Branching Structures in the Presentation of Acculturative Materials. Illinois Studies of the Economically Disadvantaged, Technical Report Number 18.
Illinois Univ., Urbana. Dept. of Psychology.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—ISED-TR-18
Pub Date Dec 72
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acculturation, *Branching, *Cross Cultural Training, Cultural Education, Culture Conflict, Curriculum Development, Curriculum Evaluation, Educational Programs, *Linear Programing, *Programed Instruction, Program Evaluation, Role Perception, Situational Tests, *Training Techniques

A culture assimilator is a collection of anecdotes concerning interaction of persons from different cultures in which there is opportunity for misinterpretation of the nature of the interaction of the explanation of the behavior of persons in the anecdote. Trainees are asked to read such anecdotes, and asked to consider potential explanations for the behavior at issue, after which information is given whereby the trainee can both evaluate his understanding of the situation, and be taught appropriate explanations. Two formats for structuring training in cultural assimilators were investigated. The first, a branching format, requires subjects to choose the best of four explanations. If he is correct, the basis for the correctness is expanded upon, and the trainee continues to another anecdote. If he is incorrect, the reason behind the incorrectness of the choice is given, and another choice required, continuing until the correct choice is made. The second format, called linear, requires each trainee to rate each alternative explanation of the behavior at issue in the anecdote on its correctness, after which the degree to which each is correct is explained before the trainee continues to the next anecdote. The contrast between linear and branching formats was the greatest when difficult anecdotes were examined. Unexpected effects of different sequences of linear and branching format training were discussed. (Author/JM)

ED 073 219 UD 013 357
Halliburton, Warren J.
Inner City Education: A Review of Ethnic Studies in the Sixties. NCRIEEO Tipsheet, Number 9.
Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.
Pub Date Feb 73
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Book Reviews, Compensatory Education, Culturally Disadvantaged, *Disadvantaged Youth, Economically Disadvantaged, Educational Change, Educationally Disadvantaged, *Ethnic Studies, *Inner City, Negro Education, Racial Integration, School Integration, Social Integration, *Urban Education, Urban Schools

The "elitist" tradition of American education was found out in the 1960's. Not until a social force quite alien to the profession took hold and a revolution was declared, was the system of education called to task. In education, the response generated a spate of books that examined the many inequities, recommending remedies. Some of these studies became popular reading, either by dint of their daring or the esteem of their authors. Among the first was "Slums and Suburbs," by James B. Conant. Despite the intellectual concessions and comprised recommendations of this book, the study marked a beginning that was to encourage closer scrutiny and clearer perception of the underprivileged by educational researchers. Most popular among them was Frank Reissman and his book "The Culturally Deprived Child." There yet remained a more intimate, realistic study to be made of the ghetto and its youthful inhabitants. Kenneth B. Clark's "Dark Ghetto" was just such a book. The evil of ghetto school education was fully recognized by the mid-1960's. It followed that in the resolution of these problems that consideration would be given to school leadership. Nat Hentoff's "Our Children are Dying" afforded just such a view. Many of the benefits to be derived from these years of educational study in the sixties were reflected in "The Disadvantaged--Challenge to Education," by Mario D. Fantini and Gerald Weinstein. (Author/JM)

ED 073 220 UD 013 358
Maykovich, Minako K.
Black, Asian, and White Students in the Educational Opportunity Program.
Sacramento State Coll., Calif.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-I-058
Pub Date [72]
Contract—OEC-9-71-0053
Note—105p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, *College Programs, *Compensatory Education Programs, *Disadvantaged Youth, Economically Disadvantaged, Educational Opportunities, *Ethnic Groups, Family Influence, Higher Education, Learning Motivation, Political Attitudes, *Program Evaluation, Self Concept
Identifiers—California, Educational Opportunities Program, EOP

The Educational Opportunity Program (EOP) was established for the sake of students who might not qualify for higher education through regular channels because of their previous financial and scholastic disadvantages. The issue is whether or not EOP is successful in recruiting and developing disadvantaged but high potential students. This report compares EOP and non-EOP children of black, Asian, and white American parents on such variables as family relations, motivation toward learning, achievement, self-concept, political awareness, and social participation. Also, attitudinal changes of EOP students before entering the program and after completing one year will be examined. The research reported was pursued in the framework of motivation toward learning. Motivation is affected by various social factors. It is expected that EOP students, in contrast to non-EOP students, are likely to: (1) show lower motivation toward learning; (2) have lower self-esteem; and, (3) feel powerless in controlling their environment, and hence be politically and socially apathetic. If EOP is effectively operated, it should produce students who are highly motivated, and politically and socially conscious. Although most of the EOP students are from ethnic minority groups, the behavior of low-income students is by no means homogeneous. Attitudes toward education and punishment for failure vary among ethnic groups. (Author/JM)

ED 073 221 UD 013 363
Seraile, Elmore J. And Others
Characteristics of the Population by Ethnic Origin, November 1969. Population Characteristics: Current Population Reports, Series P-20, Number 221, April 30, 1971.
Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date 30 Apr 71
Note—28p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.40)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, Bilingualism, *Census Figures, *Educational Background, *Employment Patterns, Ethnic Distribution, Ethnic Groups, *Ethnic Origins, Family Income, Immigrants, Literacy, National Surveys, Population Trends, *Second Languages, Sex Differences

This report is based on a sample survey conducted as a supplement to the November 1969 Current Population Survey. An earlier report, based on the same survey, focused on persons of specific types of Spanish origin. The present report shows similar characteristics--mother tongue, language usually spoken in the home, educational attainment, employment status, occupation group, and income--for persons who identified themselves as of English, German, Irish, Italian, Polish, Russian, and Spanish origin. Characteristics are also shown for "all others" combined; this group consists largely of persons of other European origin (some of whom were identified as of more than one origin), Negroes, American Indians, and persons of Asian origin. The data in this report and in the report on persons of Spanish origin are the first that have been presented on the basis of questions that ask for self-identification of the person's origin or descent. Previously ethnic origin had to be inferred from information on place of birth, country of origin, mother tongue, surname, etc. The data shown in this report were derived from detailed tabulations of the replies to the questions on origin or descent, on birthplace, language, and literacy asked in the November 1969 Current Population Survey. (Author/JM)

ED 073 222 UD 013 380
Sedlacek, William E. Brooks, Glenwood C., Jr.
Predictors of Academic Success for University Students in Special Programs.
Maryland Univ., College Park. Cultural Study Center.
Spons Agency—College Entrance Examination Board, New York, N.Y.
Report No—RR-4-72
Pub Date 72
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Aptitude Tests, *College Freshmen, *Educational Diagnosis, Family Background, Grade Point Average, *Grade Prediction, Grades (Scholastic), High School Graduates, *Individual Characteristics, Individual Power, *Negro Students, Occupational Choice, Personality Tests, Sex Differences
Identifiers—Maryland

The purpose of this study was to examine intellectual (standardized tests and high school grades) and nonintellectual (attitudes, personality, and the like) predictors of success for students in special programs for culturally different students. Ninety-five freshmen enrolled in a special program at the University of Maryland, 90 of whom were black, were included in the sample. The criterion variable was first semester freshman grade point average. Predictors included Scholastic Aptitude Test (SAT), high school grade point average, sex, father's occupation, mother's occupation, whether student has incomplete credit hours or not, instate or not, Internal-External Control, Holland Vocational Preference Inventory Infrequency, California Personality Inventory Communality, and a specially calculated Admissions Score involving a weighted combination of the above and other scores. Data were analyzed using multiple regression equations and zero order Pearson correlations by sex. The results showed that the SAT was not a significant correlate of college grades overall and the SAT-

Math actually had a negative correlation with grades for males. Additionally, high school grades did not correlate with college grades for either males or females. On the other hand, reasonable predictions of freshman grades are possible using several nonintellectual predictors. (Author/JM)

ED 073 223 UD 013 381
Horowitz, Joseph L. And Others
Repeated Measures Effects in Racial Attitudes Measurement.
Maryland Univ., College Park. Cultural Study Center.
Report No—RR-8-72
Pub Date 72
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitude Tests, Caucasians, *Caucasian Students, *College Freshmen, Race Relations, *Racial Attitudes, Research Methodology, Semantic Differential, *Situational Tests, Test Construction, *Testing Problems, Test Interpretation, Test Validity, Test Wiseness
Identifiers—Maryland
The measurement of racial attitudes in contemporary America is presented with some serious methodological obstacles. In an attempt to eliminate these obstacles, Sedlacek and Brooks developed the Situational Attitude Scale (SAS) to measure the attitudes of whites toward blacks. It includes two Forms, A and B. The effects of the same individual taking one form after the other were not known. The SAS was administered to 164 white freshmen during summer orientation. Eighty received Form A followed by Form B (order 1) and 84 received Form B followed by Form A (Order 2). Results of a repeated measures analysis of variance design indicated that Form, Order, and their interaction were all significant above chance. The Form main effect showed that despite taking both forms, subjects still responded more negatively to Form B. The nature of the Order main effect and interaction indicates that subjects tended to be more negative toward blacks if they took form A first rather than Form B first. The writers interpreted this as indicating that it is harder to fake or withdraw from Form B than it is from Form A after a subject learns how his or her attitudes are being assessed. The writers conclude that it is possible to give an individual both forms of the S.A.S. and successfully measure his attitudes by examining differences between responses to the two forms. (Author/JM)

ED 073 224 UD 013 414
Ether, John A.
Teacher Preparation for the Minority and Disadvantaged. NCRIEEO Tipsheet, Number 10.
Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.
Pub Date Mar 73
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Book Reviews, Culturally Disadvantaged, *Disadvantaged Youth, Economically Disadvantaged, Educational Change, Educationally Disadvantaged, Educational Needs, Educational Problems, Educational Sociology, *Minority Group Children, Psychoeducational Processes, Socially Disadvantaged, *Student Teacher Relationship, *Teacher Education, Urban Teaching
This tipsheet reports that the first series of books written especially to help prepare teachers of minorities and the disadvantaged were general books of readings. Among these is "The Disadvantaged Learner" by Staten Webster. Over 600 pages in length, it is loosely organized around three themes: knowing the disadvantaged, understanding the educational problems of the disadvantaged learner, and educating this population. Among the most useful of the books of readings is "The Disadvantaged Child, Issues and Innovations," by Joe L. Frost and Glenn R. Hawkes. The editor's introduction to the section on psychomethodological considerations places the teacher in the most significant role. Probably the most successful effort to move away from the potpourri of a book of readings and develop a consistent point of view is "Tactics for Teaching the Disadvantaged," by William F. White. The essence of this book is the chapter which discusses the teacher as a conditioner of emotions. Techniques or systems for developing skill in emotional modification are presented. A basically dangerous book, written for the preparation of teachers of minorities and the disadvantaged is "-Teaching the Culturally Disadvantaged--A Rational Approach" by Kenneth R. Johnson. "-Preparing to Teach the Disadvantaged," by Bruce W. Tuchman and John L. O'Brien, was developed by a group of knowledgeable people invited together by the authors. (Author/JM)

VT

ED 073 225 VT 014 646
Administering the Labor Agreement. Manager Development Series.
Department of the Army, Washington, D.C.
Report No—CPP-45-M-3
Pub Date 10 Aug 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Administrator Role, Case Studies, Course Organization, Curriculum Guides, *Guides, *Instructional Materials, *Labor Laws, *Labor Unions, *Management Education, Supervisory Training, Trade and Industrial Education
Prepared under the direction of Headquarters, Department of the Army with the aid of subject matter specialists and technicians, this guide was designed to facilitate the preparation for and presentation of a course in administering local labor agreements. The five sessions, intended for first-line supervisors involved in day-to-day administration of labor agreements, include: (1) Expectations of Army Management, (2) Understanding the Contract, (3) Role of Management, (4) Role of the Union, and (5) Evaluating Experience with the Contract. Each session is discussed in activity sheets which contain: (1) the subject matter topic, (2) objectives for the session, (3) staff, (4) advance preparation by participants and staff, (5) outline of the session activities, and (6) assignments for the next session. Learning activities include lectures, conferences and work groups, case discussions, role playing, reading, films, and visual aids. (GEB)

ED 073 226 08 VT 017 221
Budke, Wesley E. And Others
Career Education Practice. Final Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-7-0158
Pub Date Dec 72
Grant—OEG-3-7-000158-2037
Note—93p.; Information Series No. 65
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (SN 1780-01123, $1.25--domestic postage paid)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Problems, *Administrator Guides, *Career Education, *Developmental Programs, Federal Aid, Goal Orientation, *Models, *Program Descriptions, Program Planning, Relevance (Education), Resource Materials, Vocational Development
Written to provide local educational administrators with a definition and rationale for career education as well as information for organizing and implementing career education programs, this document describes the four U.S. Office of Education sponsored career education developmental models in addition to 26 federally-funded exemplary career education programs found throughout the nation. The four career education models are: (1) school-based, (2) employer-based, (3) home/community-based, and (4) rural residential. Characteristics of school-based programs are discussed, focusing on program organization and the scope of several program components. State and local planning and administrative problems and responsibilities are described, as well as operational activities and program goals. Appended resource materials include an extensive bibliography and lists of various federally-funded career education projects. (AG)

ED 073 227 VT 018 361
Moskovis, L. Michael McKitrick, Max O.
An Instructional Model for Preparing Accounting/Computing Clerks in Michigan Secondary School Office Education Programs, Part I and Part II.
Western Michigan Univ., Kalamazoo. Dept. of Business Education and Administrative Services.
Spons Agency—Michigan State Dept. of Education, Lansing. Div. of Vocational Education.
Pub Date 20 Jun 72
Note—380p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Accounting, Behavioral Objectives, *Bookkeeping, Curriculum Development, *Instructional Design, Instructional Innovation, Instructional Programs, Job Training, *Models, *Office Occupations Education, Secondary Grades, Simulation, Task Analysis
Identifiers—*Michigan
Outlined in this two-part document is a model for the implementation of a business-industry oriented program designed to provide high school seniors with updated training in the skills and concepts necessary for developing competencies in entry-level and second-level accounting jobs that involve accounts receivable, accounts payable, and payroll operations. Devised through task analyses conducted by a team of 13 accounting/bookkeeping teachers in southwestern Michigan, the model provides for 64 clock hours of instruction, which may be extended to 180 hours for the training of other types of accounting clerks. To be conducted in a simulated office type setting, the model is set up to accommodate from 20 to 24 students. Performance objectives, learning activities, student directions, definitions of terms used, and evaluation instruments are included for each of the three concepts in which instruction and practice are given. (SN)

ED 073 228 VT 018 422
Pascarella, E. A. And Others
Characteristics of Youthful Bicycle Riders in an Urban Community and Events Accruing to Operation of Their Vehicles.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
Pub Date Jun 71
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Accident Prevention, Educational Needs, Elementary School Students, Junior High School Students, *Participant Characteristics, Physical Design Needs, *Traffic Accidents, Traffic Safety, Transportation, *Urban Areas, *Urban Youth, Vehicular Traffic
Identifiers—*Bicycle Riders
A 6-month study of elementary and junior high school bicycle riders and events accruing to everyday use of their vehicles was conducted in Raleigh, North Carolina. Of the 2,369 mail questionnaires that recorded demographic and bicycle description data and information which permitted calculation of bicycle ownership rates by sex, 495 useable responses were obtained. Accident data were accumulated from hospital emergency rooms, police records, and a monthly report form that received 397 useable responses. Mileage data was calculated through use of cyclometers on the subjects' bicycles. Younger riders tend to sustain the more serious accidents, while the older rider is more often involved in a police-reported situation. Riders with less than two years experience tend to sustain more accidents. Only the time of the day (three to six P.M.) and the month of the year (May and June) were positively associated with bicycle accidents. Accident rate differences according to the type of bicycle, its age, condition, or passenger carrying status are statistically insignificant. The findings of this study substantiate other studies that cite rider disaccommodation to the bicycle as a factor in development of the accident situation. Bicycle riding instructions might be organized according to the experience and sex of the rider. (Author/AG)

ED 073 229 VT 018 425
Miller, David H. Beasley, Gary F.
ERIC Instructional Package for Vocational Educators.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-67
Pub Date 73
Note—82p.
Available from—The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Group Instruction, Individual Study, *Information Retrieval, *Information Seeking, Information Sources, Information Systems, Information Utilization, Search Strategies, *Study Guides, *Teaching Guides, *Vocational Education
Identifiers—Educational Resources Information Center, *ERIC
Designed as an individual study guide as well as a teaching reference and guide, this teaching-study unit presents instruction on using educational information retrieval indexes, particularly the Educational Resources Information Center (ERIC) system's: (1) "Research in Education" (RIE), (2) "Current Index to Journals in Education" (CIJE), (3) "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), and (4) "Abstracts of Research Materials in Vocational and Technical Education" (ARM). The guide contains: (1) a discussion of the ERIC system's information retrieval products and other library retrieval sources, (2) instruction in conducting a manual or computer search of the ERIC system, which consists of defining the problem and outlining the search strategy, and (3) information for locating documents identified through the search. Appended materials include: (1) a glossary of ERIC terminology, (2) sample pages from ERIC access products, (3) several "hands-on" exercises in the use of RIE, CIJE, AIM, ARM, the "ERIC Thesaurus," and the computer search. Transparency masters for the visuals presented in the text are available from the Product Utilization Section of The Center for Vocational and Technical Education. (SB)

ED 073 230 VT 018 433
Going Metric: Looking Ahead. Report of the Metrication Board for 1971.
Metrication Board, London (England).
Pub Date 72
Note—94p.
Available from—Pendragon House, Inc., 899 Boardway Avenue, Redwood City, CA 94063
Document Not Available from EDRS.
Descriptors—*Adjustment Problems, Economic Progress, *Educational Needs, Government Role, *Industrial Technology, *Metric System, *National Programs, Program Descriptions, Program Development, Social Change, Standards, Technological Advancement
Identifiers—*Great Britain, Metrication Board
Great Britain began changing to the metric system in 1965, in order to improve industrial efficiency and to increase its competitive strength in international trade. Despite internal and external pressures calling for acceleration of the rate of change, a loss of momentum in expanding use of metric standards was noted in 1971. In order to accomplish a complete changeover by 1975, the transitional period should be as short as possible and the change should not be confined to manufacturing industries. The government should provide positive support for metrication, including necessary legislation and publicity. This report on the Board's work in 1971 discusses the progress of metrication in the following areas: (1) education and industrial training, (2) transportation and communications, (3) fuel and power, (4) agriculture, horticulture, forestry, fisheries, and land, (5) industrial materials, (6) construction industry, (7) engineering industries, (8) weighing machines, (9) metrication and the consumer, (10) public relations, and (13) metrication progress overseas. (AG)

ED 073 231 VT 018 501
Cargill, B. F.
Manpower Implications of Mechanization.
American Society of Agricultural Engineers, St. Joseph, Mich.
Report No—ASAE-Pap-72-134
Pub Date Jun 72
Note—12p.; For presentation at the Annual Meeting of American Society of Agricultural Engineers (Hot Springs, Ark., June 27-30, 1972)
Available from—American Society of Agricultural Engineers, 2950 Niles Road, St. Joseph, Michigan 49085 ($1.50)
Document Not Available from EDRS.
Descriptors—Agricultural Machinery Occupations, *Automation, Farm Labor Problems, *Farm Labor Supply, Food Processing Occupations, Innovation, Labor Economics, *Manpower Utilization, Occupational Mobility, *Problem Solving, Rural Urban Differences, Social Problems, Speeches, *Technological Advancement, Vocational Development
The fruit and vegetable industry is on the road to total mechanization. The scientific and social communities need to collaborate as technological innovations influence manpower development and utilization. An awareness of the implications of technological advancement and manpower problems is required so that the U. S. fruit and vegetable grower can remain economically competitive and continue to supply an abundance of high quality food at economical prices. (Author/AG)

ED 073 232 VT 018 535
Rafky, David M.
The Career of the Bay City Public School Custodian: A Sociological Inquiry.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Danforth Foundation, St. Louis, Mo.
Pub Date [72]
Note—140p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Blue Collar Occupations, Custodian Training, *Employment Patterns, Job Skills, Labor Problems, *Occupational Mobility, Political Attitudes, Public Schools, School Maintenance, Social Relations, Sociocultural Patterns, *Socioeconomic Status, *Vocational Adjustment, Vocational Development
Identifiers—*Bay City, Custodians (School)
As a result of status dilemma and lack of respect from teachers, administrators, and others, the career of the Bay City public school custodian is generally characterized by horizontal mobility. Infrequently, custodians will adjust to this situation by "training" teachers or avoiding them, although they usually bid for or transfer to schools which they feel will provide satisfactory staff and community relations. Another response to status inconsistency is political activity, wherein Bay City custodians campaign for politicians in exchange for some measure of control over their working conditions and their lives in general. This monograph examines the backgrounds of the custodians and their required job skills. Both a literature review and a sociological model are used to structure a series of in-depth interviews of custodians in a city of average size. (Author/AG)

ED 073 233 VT 018 539
Job Education: An Educational Work Experience Program, 1968-1971.
Junior Achievement, New York, N.Y.
Pub Date 71
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, *Educational Programs, Employment Programs, Job Placement, *Job Training, *Work Experience Programs, *Youth Agencies, *Youth Employment, Youth Opportunities, Youth Programs
Identifiers—Junior Achievement
Intended as a guide to assist in the implementation and operation of summer work-education programs for underprivileged teenagers, this manual represents an accumulation and analysis of three years' experience with summer programs. Included are discussion of: (1) preparatory aspects involved in planning a program of this sort, (2) suggestions for a desirable organizational structure, (3) operations necessary to insure proper functioning of the program, and (4) appendices containing samples of company and individual registration forms, attendance reports, achiever information forms, advisor training agenda, guidelines for meetings, and a list of officers' duties and center rules. (Author/SN)

ED 073 234 VT 018 552
Staber, Richard Everett, Carl
Development of Modular Courses in Vocational Curriculum to Facilitate Individualized Scheduling to Meet the Occupational Objectives of Each Student.
Central Columbia High School, Bloomsburg, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
Pub Date 20 Jun 72
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Curriculum Development, *Flexible Scheduling, Goal Orientation, High School Students, Individualized Programs, *Occupational Guidance, Potential Dropouts, Resource Materials, Resource Staff Role, Semester Division, Student Centered Curriculum, *Student Needs, Vocational Development, Vocational Interests
Identifiers—*Central Columbia High School
A restructuring of the vocational education curriculum at a rural high school in a consolidated school district was made, in order to ensure student-centered learning geared to student needs, specifically for occupational preparation. Changes made included introduction of semester-length courses. To facilitate the development of individualized schedules for attaining career objectives, a summer workshop included administrators, guidance counselors, a librarian, supervisors, and vocational teachers. Leaders in business and industry were used as resource staff, with semester-length courses and an occupational guidance program as innovative features for flexible modular planning. Parents were consulted about their children's vocational course placements, especially focusing on parents of potential drop-outs. The use of a locally-developed vocational preference card, vocational interest testing, and related evaluative records enabled the staff to select 34 students for admission to an area vocational school, in addition to aiding other students develop vocational interests and capabilities. It was concluded that cooperative work experience is significant, because over 80 percent of the vocational students were permanently employed upon graduation. Extensive program materials are appended. (AG)

ED 073 235 VT 018 572
Hofer, Jarrel
An Iconic Comparison of Photographs and the Live Television Screen in Visual Diagnostic Ability.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.
Report No—COE-TP-12
Bureau No—BR-7-0348
Pub Date 72
Grant—OEG-2-7-070348-2698
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Identification, Achievement Tests, Adult Vocational Education, *Appliance Repairing, *Educational Diagnosis, Educational Status Comparison, Instructional Films, Photographs, Task Performance, *Television Repairmen, Trade and Industrial Education, Vocational Development
Identifiers—Iconic Comparison, *Visual Diagnostic Ability
This study focused on five major activities: (1) developing an achievement test to measure visual diagnostic ability of television service technicians, (2) assessing the independence of the dimension of visual diagnostic ability, (3) comparing the iconic equivalence of photographs with motion cues and live screen presentations of defective television pictures for testing purposes, (4) ascertaining if static and dynamic tests are measures of a single dimension, and (5) assessing the reliability of the two tests. Static and dynamic tests were administered to 89 students who were completing 1-year programs in radio-television servicing, and to 24 radio-television technicians. A panel of radio-television instructors and technicians wrote the questions and judged the appropriateness of items for the test. Several hypotheses were analyzed as results of the tests. A copy of the directions for the tests, and computer printouts are appended. (AG)

ED 073 236 VT 018 573
Sorenson, Warren
A Proposed System for Predicting Costs of Vocational Education Programs in the California Community Colleges. Final Report.
West Valley Joint Community Coll. District, Santa Clara, Calif.
Spons Agency—California Coordinating Unit for Occupational Research and Development, Sacramento.
Pub Date Jun 72
Note—104p.

EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Colleges, Cost Effectiveness, Educational Background, Educational Finance, Educational Programs, Expenditure Per Student, Federal Aid, Post Secondary Education, *Predictor Variables, *Program Costs, Research Needs, Resource Materials, *Vocational Education
Identifiers—*California
The overall purpose of this study was to develop a system for predicting current instructional costs of vocational education programs at the community college level in California. Data gathered by analyzing the instructional expenditures of 19 community colleges for the fiscal year 1969 showed that: (1) Neither of two suggested mathematical formulas could accurately predict vocational program costs, (2) Expenses for similar programs vary widely according to the college, (3) Distributive education and home economics programs required less funding than non-vocational programs, while five other occupational areas required more, and (4) The size of student enrollment affected the cost per student. Minimum vocational program enrollments and identification of expenditures should be established for community colleges, and distribution of federal vocational education funds should consider student enrollment, types of programs, and the development of cost effectiveness data for planning purposes. Further cost studies for vocational education are recommended. Historical background information on federal support to vocational education is included, in addition to comparisons of program costs and institutional characteristics. Numerous tables and appended resource materials are provided. (AG)

ED 073 237 VT 018 574
Wheaton, George R. Mirabella, Angelo
Effects of Task Index Variations on Training Effectiveness Criteria.
Naval Training Equipment Center, Orlando, Fla.
Report No—NAVTRAEQUIPCEN-71-C-0059-1
Pub Date Oct 72
Note—94p.; Prepared under contract by American Institutes for Research, Silver Spring, Md.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Programs, Feasibility Studies, *Job Training, Performance Criteria, Predictor Variables, Simulators, *Skill Development, *Task Performance, Trainees, Trainers, Training Laboratories, *Training Techniques, *Transfer of Training
A feasibility study was undertaken as part of a program to develop quantitative techniques for prescribing the design and use of training systems. As the second step in this program, the present study attempted to: (1) refine quantitative indices employed during the early research, (2) conduct laboratory research on the effects which task index variation have on training criteria, and (3) support the laboratory results with data gathered in the field. In one laboratory study, effects of variations in task indices on skill acquisition of a set-up task were examined, while in a companion effort, preliminary data were collected on relationships between task index variations and performance during transfer of training. In the field study quantitative task index data were related to ratio estimates provided by instructors on four training effectiveness criteria. Significant multiple correlations were obtained between task indices and speed and accuracy of performance during skill acquisition. Predictor patterns changed over time and between criteria. Set-up task speed was predicted early in training, while errors made were predicted later during acquisition. Similar but more provisional relationships were found during transfer of training. The results continue to indicate that quantitative task index data can be predictively related to training criteria. (Author/SB)

ED 073 238 VT 018 575
Labor Resources in the Four Corners Economic Development Region. Four Corners Agricultural and Development Study.
New Mexico State Univ., Las Cruces. Agricultural Experiment Station.
Spons Agency—Four Corners Regional Commission, Santa Fe, N. Mex.
Report No—Special-R-1
Pub Date Mar 71
Note—37p.; In cooperation with Stations of the University of Arizona, Colorado State University, and Utah State University
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agricultural Trends, *Agriculture, Economic Development, Employment Projections, Employment Statistics, *Employment Trends, *Forestry, Human Resources, Labor Economics, *Labor Supply, Manpower Needs, *Manpower Utilization, Research Projects
Identifiers—Arizona, Colorado, New Mexico, Utah
One of five reports developed to summarize research efforts conducted as part of an Agricultural-Forestry Development Project, this report presents the results of an inventory of human resources used in the agricultural and forestry industries in the Four Corners Economic Development Region. Explored are such aspects of labor as: (1) employment and employment trends, (2) unemployment, (3) seasonal unemployment, and (4) underemployment. Some of the findings were: (1) Employment is projected to increase in each of the four states (Arizona, New Mexico, Colorado, and Utah) over the period 1960-1975, with the highest percentage change expected in Arizona, (2) The level of unemployment was consistently higher in Utah, with New Mexico rates approaching those of Utah and Arizona and Colorado considerably lower, and (3) In 1960, 10 counties in the region had negative total man-years of economically unutilized labor. Tables depicting the findings are included. (SN)

ED 073 239 VT 018 578
A Statewide Evaluation of Vital Information for Education and Work (VIEW).
Tadlock Associates, Los Altos, Calif.
Spons Agency—California Coordinating Unit for Occupational Research and Development, Sacramento.; San Diego County Dept. of Education, Calif.
Pub Date May 72
Note—129p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Education, Educational Needs, Educational Objectives, Failure Factors, *Information Centers, *Information Utilization, Occupational Guidance, *Occupational Information, Program Effectiveness, *Program Evaluation, Program Improvement, Resource Materials, Student Attitudes, Summative Evaluation, Teacher Attitudes
Identifiers—California, VIEW, *Vital Information for Education and Work
This study is the first statewide effort in California to evaluate the effectiveness of Vital Information for Education and Work (VIEW), which are occupational awareness materials available at 10 designated VIEW centers in the state. To determine factors affecting the utilization of VIEW, to better use VIEW as a guidance tool, and to develop a model VIEW system based upon findings by an outside consultant, this evaluation focuses on these aspects of VIEW from its inception in 1965 in San Diego County: (1) VIEW's original system, (2) the number of schools and students served by VIEW, (3) statewide pattern of operations among VIEW centers, (4) patterns of use of VIEW in schools, and (5) educator and student attitudes towards VIEW. A summary of 41 findings forms a basis for these general conclusions and recommendations: (1) Although the need for a career information system such as VIEW is well established, the theoretical advantages of VIEW have been largely unrealized, (2) Statewide organization and planning are needed to coordinate and expand VIEW services at the secondary level, (3) Inservice training in the use of VIEW for teachers and counselors is needed, as well as parental involvement, and (4) Equipment failures must be remedied. Numerous tables present the data. (AG)

ED 073 240 VT 018 582
A Report on the Evaluation of Occupational Education Programs for the Handicapped and Disadvantaged in Four Community Colleges.
Tadlock Associates, Los Altos, Calif.
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 15 Apr 72
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Programs, *Community Colleges, *Disadvantaged Youth, Federal Aid, *Handicapped, Models, Operations Research, Program Evaluation, *Self Evaluation, *Vocational Education
Identifiers—*Vocational Education Amendments of 1968
This project was directed to the development of a self-evaluation model which would enable community colleges to evaluate their effectiveness in providing occupational education programs for the disadvantaged and handicapped that are funded under the Vocational Education Amendments of 1968. To accomplish their goal, the evaluation team made a series of visits to the campuses of four colleges, where questionnaires were used to obtain the necessary data. At the conclusion of each visit, team members met in taped sessions to review their findings. Some of those major findings include: (1) Administrators were reluctant to allow first-line personnel to be interviewed outside of their presence, (2) Administrators tended to supply first-line personnel with acceptable answers, and (3) Similarities were found in the policies and procedures regarding programs for the disadvantaged at the participating colleges. Conclusions reached were: (1) The Office of Economic Opportunity needs to create a more specific definition of the term, disadvantaged, (2) Programs which serve the disadvantaged are virtually nonexistant, (3) The development of existing programs was done in absence of minority input, and (4) Community input regarding decisions consists of after the fact information. A handbook and supplement resulting from the project are available as VT 018 583 and VT 018 595, respectively, in this issue. (SN)

ED 073 241 VT 018 583
Handbook for Self-Evaluation of Programs and Services to the Disadvantaged and the Handicapped at Community Colleges under the Vocational Education Amendments of 1968 (Public Law 90-576).
Tadlock Associates, Los Altos, Calif.
Spons Agency—California Coordinating Unit for Occupational Research and Development, Sacramento.; Foothill Community Coll. District, Cupertino, Calif.
Pub Date 15 Apr 72
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Programs, *Community Colleges, *Disadvantaged Youth, Educational Background, Educational Planning, Federal Aid, Guidelines, *Handicapped, Pilot Projects, *Program Evaluation, Resource Materials, Self Evaluation, Vocational Development, *Vocational Education
Identifiers—*Vocational Education Amendments of 1968
This handbook provides basic information for conducting an institutional self-evaluation of programs and services offered to the disadvantaged and handicapped at the community college level. Specifically focusing on programs and services funded under the Vocational Education Amendments of 1968, this guide is intended for those who are inexperienced with such self-evaluation projects. Developed as part of a pilot study of four community colleges, in cooperation with representative members of the administration, staff, community, and student body, this document includes: (1) background information, (2) a summary plan for evaluation, (3) steps in the evaluative process, and (4) sample work forms. Suggested evaluation questions and a sample working diagram for the self-study process are provided. An extensive self-evaluation questionnaire is appended. This document is related to VT 018 582 and VT 018 595, which are available in this issue. (AG)

ED 073 242 VT 018 585
Zymelman, Manual
The Relationship Between Productivity and the Formal Education of the Labor Force in Manufacturing Industries.
Harvard Univ., Cambridge, Mass. Center for Studies in Education and Development.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; United Nations Industrial Development Organization, Vienna (Austria).
Report No—Occas-Pap-Educ-Dev-5
Pub Date Oct 70
Note—127p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Achievement, Educational Demand, Educational Development, Educational Economics, Educational Planning, *Educational Status Comparison, Industrial Structure, Industrial Training, *Labor Force, Manufacturing Industry, *Predictor Variables, *Productivity, Statistical Data, Vocational Development

Identifiers—*International Studies

On an international comparison basis, data derived from censuses in 1950 and 1960 indicated a significant international correlation, but a weak intranational relationship between productivity and formal education. Meaningful correlations that exist for some industries across countries lead to the conclusion that there exists a relationship between productivity and education for each industry separately. The major determinant in the variation of productivity is the occupational distribution in the total labor force rather than the variation in the years of schooling of the same occupations. Correlations between the proportion of people with more than a secondary education, with productivity are most significant. Formal education, as a derived demand, is a misleading indicator of productivity, due to the importance of other modes of occupational training. The present use of educational distributions for analysis and planning must be reviewed, incorporating a wide range of variables in order to arrive at a correct appraisal of educational data. Numerous tables present the data. (Author/AG)

ED 073 243 VT 018 586

Central Kentucky Vocational Education Evaluation Project. Final Report.

Kentucky Research Coordinating Unit, Lexington.

Pub Date Oct 72

Note—108p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Area Vocational Schools, Colleges, *Evaluation, High Schools, *Methods Research, Operations Research, *Pilot Projects, Program Evaluation, Universities, *Vocational Education

Identifiers—Kentucky, VEEP, *Vocational Education Evaluation Project

The objectives of this project were four-fold: (1) to identify new or improved procedures for assisting schools in conducting program evaluation, (2) to test and demonstrate evaluation procedures to determine whether the secondary and post-secondary programs of vocational education in Central Kentucky are fulfilling the stated objectives, (3) to develop state and local leadership competencies needed for evaluating programs of vocational education, and (4) to help local personnel become proficient in identifying needs and in using correct prescriptive techniques for assessing deficiencies. Though the attention was focused on local leadership and evaluative problems, it was the intent that the procedures developed would be used by all regions of the state. The systematic steps for the operation of the Vocational Education Evaluation Project (VEEP) were the following: (1) Needs assessment, (2) Philosophy development, (3) Formulation of objectives (4) Statement of criterion, (5) Data collection, (6) Data analysis, (7) Formulation of recommendations, and (8) Decision-making. Workshops, conferences and progress review meetings were held for participants. Findings, recommendations, and conclusions are included. (Author/SN)

ED 073 244 VT 018 587

Ward, William G.

A Review of Literature and Research on In-Service Training for Teachers with Emphasis on Vocational and Technical Teachers.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. on Research, Planning, and Evaluation.

Pub Date Nov 72

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Innovation, Educational Planning, Educational Problems, *Inservice Teacher Education, *Literature Reviews, Program Descriptions, Program Evaluation, Program Planning, Statewide Planning, Teacher Education, Teaching Techniques, *Vocational Education Teachers

The purpose of this paper was to review recent literature and research on inservice training for vocational education teachers and to draw from that synthesis, elements influencing inservice training. Topics reviewed included: (1) Historical Overview, (2) Theoretical Framework, (3) Recent Programs, (4) Innovative Techniques, (5) Some Problems and Solutions, (6) Planning, and (7) Evaluation Systems. Some conclusions from the review were: (1) The entire process of inservice education is not routinized, (2) Teacher autonomy is a major issue in inservice training, (3) Educators are relying more on electronic equipment for inservice training, (4) Planning and evaluation systems are inadequate, and (5) The problems of who decides what should be taught still faces educators today. It was recommended that state-wide systems of planning and evaluation be developed and that the problem, who decides what should be taught, be investigated. (SB)

ED 073 245 VT 018 593

Fenning, Jerome M. McBee, Edwin D.

Developing Adaptive Behavior and Work Skills in Severely Retarded Young Adults.

California State Dept. of Mental Hygiene, Sacramento.; Pacific State Hospital, Pomona, Calif.

Spons Agency—California Coordinating Unit for Occupational Research and Development, Sacramento.

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, Behavior Development, Behavior Patterns, Conduct, *Demonstration Projects, Interpersonal Competence, Job Training, *Mentally Handicapped, Mental Retardation, Reinforcers, Self Esteem, *Sheltered Workshops, Skill Development, Social Behavior, *Vocational Education

The Pacific State Hospital conducted a demonstration experiment with 12 severely and profoundly mentally retarded male adolescents, which concentrated on modifying disruptive, bothersome behaviors while developing basic work skills required for daily activity in sheltered workshops. The experiment provided an integrated program for an entire day, utilizing the concept that skills would transfer from a hospital environment to a community environment. The same daily schedule, work skills, and social behaviors sought during the project occur in sheltered workshops in the community. The concept of work and reward were utilized as behavior modifiers. Performance evaluations indicated success in achieving the objectives, and clinical observations indicated growth in the students' self-esteem and social awareness, but their adaptive behavior was still unacceptable for community standards. One of the problems was that their behavior deteriorated unless very structured rewarding circumstances were present. The program has been continued with a token economy being substituted for the tangible rewards, and an hour interval now occurs before reinforcement is given. The efficacy in providing a vocationally oriented program for severely retarded adolescents was demonstrated. (SB)

ED 073 246 VT 018 595

Supplement to Handbook for Self-Evaluation of Programs and Services to the Disadvantaged and the Handicapped at Community Colleges under the Vocational Education Amendments of 1968 (Public Law 90-576).

Tadlock Associates, Los Altos, Calif.

Spons Agency—California Coordinating Unit for Occupational Research and Development, Sacramento.; Foothill Community Coll. District, Cupertino, Calif.

Pub Date 15 Apr 72

Note—50p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Programs, *Community Colleges, *Disadvantaged Youth, Federal Aid, *Handicapped, *Program Evaluation, Self Evaluation, Staff Role, Supplementary Reading Materials, Vocational Development, *Vocational Education

Identifiers—*Vocational Education Amendments of 1968

Suggestions for conducting an institutional self-evaluation of programs and services offered to the disadvantaged and the handicapped at the community college level are provided in this supplement to a handbook on this topic. Specifically focusing on programs and services funded under the Vocational Education Amendments of 1968, this guide discusses these seven topics: (1) Procedures for Evaluation, (2) Financial Resources, (3) Plant and Equipment Resources, (4) Library Resources and Other Instructional Facilities, (5) Instructions for the Chairman and Vice Chairman, (6) Instructions for Committee Members, and (7) Role of the District Staff. Two charts illustrate the text, one on attitude assessment and one on the interrelationships among special programs. This document is related to two others, available in this issue as VT 018 582 and VT 018 583. (AG)

ED 073 247 VT 018 597

Cooperative Occupational Education Programs. Administrative Handbook.

New York State Education Dept., Albany. Office of Occupational Education.

Pub Date 72

Note—92p.

Available from—University of the State of New York, The State Education Dept., Office of Occupational Education, Albany, N.Y. 12224

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Administrative Organization, *Administrator Guides, *Cooperative Education, Educational Objectives, Program Administration, *Program Descriptions, Program Planning, *State Programs, Vocational Education, *Work Experience Programs

Identifiers—*New York

This administrator guide describes occupational cooperative and work-study programs in the state of New York, detailing the advantages of cooperative education for the student, the school, the employer, and the community. A rationale for work experience programs precedes a chart giving objectives, time allotments, student characteristics, and other pertinent information relating to New York work experience programs. Diverse administrative considerations are discussed, ranging from staffing to program planning. Program features are specified for each type of cooperative program. Line diagrams illustrate the text, which includes a bibliography and a glossary. (AG)

ED 073 248 VT 018 601

Gennard, John

Multinational Corporations and British Labour: A Review of Attitudes and Responses.

British - North American Committee, Washington, D.C.

Spons Agency—British - North American Research Association, London (England).; National Planning Association, Washington, D.C.; Private Planning Association of Canada, Montreal (Quebec).

Pub Date Jan 72

Note—53p.

Available from—National Planning Association, 1606 New Hampshire Ave., N.W., Washington, D.C. 20009 ($2.00)

Document Not Available from EDRS.

Descriptors—Collective Negotiation, Foreign Relations, Government Role, *Industrial Relations, *International Organizations, Labor Force, *Labor Problems, *Labor Unions, *Majority Attitudes, Manpower Utilization, Policy Formation, Resource Materials

Identifiers—*British North American Committee, Great Britain

Multinational corporations operating in Great Britain, specifically American industry, are arousing fears on the part of British labor, which can be grouped into these categories: (1) a threat to the job security of union members, (2) a change in the balance of power at the collective bargaining table in favor of the employers, (3) a clash of interests between the goals of international industry and the aims of the British government, which may be resolved against the interests of labor, (4) possible refusal to recognize or negotiate with British labor unions, and (5) difficulties in locating the decision-making source. Anxiety about the introduction of industrial relations practices alien to Great Britain was alleviated by these successful innovations by foreign multinational companies: (1) the development of productivity bargaining, (2) fixed term company agreements, (3) financial incentives to observe agreed procedural arrangements, and (4) the introduction of single status plants. Although short-term British union policies may aim for controls over international companies, long-term union policies will probably favor multinational trade unionism. (Author/AG)

ED 073 249 VT 018 605

Lazzerini, Karen

Career Orientation Program. Final Report.

East Hartford Board of Education, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 1 Jun 72

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Developmental Programs, Educational Needs, Educational Objectives, *Elementary Grades, Instructional In-

novation, Integrated Curriculum, Learning Activities, *Program Descriptions, *Program Development, School Community Relationship, Teacher Workshops, Vocational Development
Identifiers—*Career Awareness
In its first year, a developmental career orientation program for an integrated curriculum in the East Hartford, Connecticut, school system at the elementary level implemented a wide range of "real-life" activities, field trips, and resource speakers. Focusing on occupations in the community, this career awareness project met educational needs and program objectives successfully. A teacher workshop, which preceded the introduction of instructional units, provided participants with an overview of the program's objectives, teaching procedures, resource materials, learning activities, and evaluation techniques. Ideas for next year's career education activities are listed. (AG)

ED 073 250 VT 018 607
Ebbinghaus, J. H.
How Industry Views the Future Needs for Agricultural Engineers (B.S., M.S., Ph.D.).
American Society of Agricultural Engineers, St. Joseph, Mich.
Report No—Pap-72-526
Pub Date Jun 72
Note—8p.; For presentation at the Annual Meeting of the American Society of Agricultural Engineers (Hot Springs, Ark., June 27-30, 1972)
Available from—American Society of Agricultural Engineers, 2950 Niles Road, St. Joseph, Michigan 49085 ($1.50)
Document Not Available from EDRS.
Descriptors—Agribusiness, *Agricultural Engineering, *Agricultural Machinery, Economic Change, *Educational Needs, Human Engineering, Industrial Structure, Innovation, *Manpower Needs, *Research Utilization, Speeches, Technological Advancement
Identifiers—*Future
A general overview of basic and applied research relating to field machinery and livestock production equipment was obtained from a recent industrial survey. Intended to aid those change agents in farm equipment manufacturing and agricultural education, two summaries of the data point out four important trends in farm equipment: (1) enhancing the vitality and productivity of farms and farmers, (2) emphasis on safety, (3) concern for ecology and the environment, and (4) innovative ideas. Interdisciplinary activities and working relationships, as opposed to the specialized approach influenced by government funding for university research, will require a different educational base for agricultural engineers. Changes in farming and agricultural engineering will involve: (1) shifting market patterns, utilizing technological advances in selling, (2) linking computers to manufacturing, (3) an emphasis on safety designs responsive to human needs and accident reduction, and (4) an awareness of social attitudes and politics. Action programs are necessary for developing new management skills, providing a balanced education, and bringing about needed innovation. The data are presented by means of two charts. (AG)

ED 073 251 VT 018 608
Career Education Model.
Career Education Center, Sheboygan, Wis.
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Career Planning, *Community Role, Developmental Programs, Elementary Grades, Graphs, Integrated Activities, *Models, Post Secondary Education, Program Development, *Program Planning, Secondary Grades, Self Concept, *Staff Role, Vocational Development
Identifiers—*Career Exploration, World of Work
This Career Education Model graphically describes and identifies six major components useful in planning, organizing, and implementing career education programs: (1) career planning and preparation, emphasizing decision making, (2) community input, (3) curriculum development by means of total staff involvement, (4) job placement, (5) self-concept, and (6) world of work, providing occupational awareness experiences. These developmental concepts, useful from pre-school through adult educational levels, include a sampling of integrated project activities, listed with their chief component. District-wide commitment and responsible leadership are necessary to implement any career education model. (AG)

ED 073 252 VT 018 686
Phelps, L. Allen
A Descriptive Overview of the Cluster-Based Occupational Curriculum Development Model (C-BOCDM).
Central Michigan Univ., Mount Pleasant.
Pub Date Nov 72
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Career Ladders, Cluster Grouping, *Curriculum Development, Developmental Programs, Instructional Design, *Models, *Occupational Clusters, *Task Analysis, Transfer of Training
Career education concepts are all closely linked to the occupational cluster, which has become the basic element in career education curriculum development and programing. Procedures for preparing a cluster-based occupational curriculum are presented, including the collection of manpower data and occupational selection. Other components of the model include: (1) describing selected occupations and clustering these occupations by commonality of job tasks, (2) analyzing the instructional components of each instructional task to provide the teacher with a "task module" for teaching each identified skill, (3) skill transferability, which is demonstrated by cluster commonality analysis with career ladder sequencing of tasks, (4) preassessment of students, (5) individualized instruction, and (6) multimedia instructional materials. (MF)

ED 073 253 VT 018 762
A Guide for the Development of Career Education.
West Virginia State Dept. of Education, Charleston.
Pub Date Jun 72
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Curriculum Development, *Curriculum Research, Developmental Programs, Program Content, Program Design, *Program Development, Program Evaluation, *Program Guides
Intended as a guide to acquaint interested persons with the facts and developmental efforts surrounding the career education concept, this publication provides: (1) a definition of career education, (2) the goals and objectives of the program, (3) concepts upon which career education is based, (4) suggested action steps for developing a career education program, (5) components of career education, which includes the school, community, and family, (6) developmental procedures governing implementation, (7) suggested learning activities for elementary, secondary, and adult levels, (8) an overview of the programmatic scheme, and (9) evaluation techniques. Several sample worksheets illustrating the flow of development are included, and additional forms and instructions for using the worksheets are appended. (SN)

ED 073 254 VT 018 773
Career Awareness. A Teacher's Guide for Elementary Grades.
Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—267p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Bibliographies, *Career Education, Cluster Grouping, Concept Formation, *Elementary Grades, *Humanities, *Integrated Curriculum, Learning Activities, Occupational Information, Resource Materials, *Teaching Guides, Teaching Techniques, Visual Aids
Identifiers—*Career Awareness
This teaching guide for the elementary grades contains summaries, in a four-column format, of (1) concepts, (2) activities, (3) resources and references, and (4) linking content, for career education activities in the following fields: (a) community industries, (b) agricultural occupations, (c) distributive education, (d) health occupations, (e) business and office occupations, and (f) technical and trade and industrial education. Various bibliographies and resource lists are appended. Developed under the guidance of the Arkansas State Program Planning Section by a group of teachers, counselors, guidance personnel, students and principals, this project was funded through a research grant under Public Law 90-756. Student drawings illustrate the text, which includes a rationale for these integrated career awareness units and numerous job descriptions correlated with the instructional materials. A wide range of teaching techniques is encouraged, including field trips, role-playing, group discussions, and creative activities. (AG)

ED 073 255 VT 018 778
Lecht, Leonard A.
Manpower Implications of New Legislation and New Federal Programs. Priorities for Research in Anticipating the State-Local Government Employment Resulting from the Federal Grants-in-Aid System.
National Planning Association, Washington, D.C. Center for Priority Analysis.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-81-09-70-16-4
Pub Date Apr 72
Note—60p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 211 440, MF $0.95; See catalog for hardcopy price)
Document Not Available from EDRS.
Descriptors—Employment Statistics, *Federal Aid, Federal Legislation, *Government Role, *Grants, *Job Development, Manpower Development, Manpower Needs, Microfiche, Policy Formation, Regional Planning, *Research Needs, State Federal Aid, Systems Development, Tables (Data)
Identifiers—Family Assistance Plan, State Employment Services
This study focused on estimates of employment in state and local governments arising from federal grants-in-aid, in order to appraise research priorities on the role of federal grant policies and programs in increasing public employment in other units of government. Employment generated by federal grants-in-aid to state and local governments is estimated for fiscal year 1969 and projected for 1975. Seven research priorities were recommended as prerequisites for developing a manpower planning system to anticipate the job-creating effects of grants-in-aid. Other aspects of the manpower implications of new legislation and new federal programs studied under this project were: (1) The impact of the proposed Family Assistance Plan on State Employment Services, (2) Manpower needs in state and local public safety activities, and (3) Using persons with engineering backgrounds in health-related industries. (Author)

ED 073 256 VT 018 783
Calhoun, Calfrey C. And Others
Development of Performance Goals for a New Office and Business Education Learning Systems: Part I, Analysis of Hardware Used by Office Workers; and Part II, Analysis of Social Interaction Critical Incidents. Final Report.
Georgia Univ., Athens. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Bureau No—BR-8-0414
Pub Date Jan 70
Grant—OEG-8-08414-3733(085)
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Business Education, Critical Incidents Method, Goal Orientation, Instructional Systems, Interpersonal Competence, Office Machines, *Office Occupations Education, Resource Materials, *Systems Development, Task Analysis, *Task Performance, Vocational Development
Identifiers—New Office and Business Education Learning Systems, *NOBELS
The Universities of Tennessee and Georgia, as one of four regional data collection teams, cooperated in defining a comprehensive set of behavioral objectives for business and office education, derived from analysis of task performance requirements and of social roles in office occupations. A pilot study developed and tested instrumentation and interview techniques prior to col-

lecting 252 interviews of typical office workers. In a random sample of 305 interviews representing the four regions, 91 items of hardware, divided into 11 categories, were found to be used by beginning office workers. Typewriter keyboard machines, communicating machines, and adding-calculating machines accounted for 60 percent of hardware usage. Of the changing tasks reported, 52 percent were represented by computers and data processing, and 94 percent were found in large metropolitan areas. A national survey of office supervisors, covering both effective and ineffective behaviors of office workers, yielded 829 usable social interaction critical incidents, which usually involved the worker's use of social sensitivity in dealing with customers, peers, and superiors. A classification scheme was developed, based on the worker's perception of social role expectations within the system. (Author/AG)

ED 073 257 VT 018 785
King, George James
Cost Vs. Carnage in Automobile Design.
Pub Date Dec 71
Note—39p.; M.S. Thesis, Memphis State University
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Accident Prevention, Business Responsibility, *Cost Effectiveness, *Design Needs, *Driver Education, Federal Legislation, Human Engineering, Masters Theses, *Motor Vehicles, *Safety Equipment, Traffic Accidents
This research report investigates the need for improved automobile design and safety equipment, what the manufacturers have done about automobile safety, and what could be done. Data were collected from the three major American automobile manufacturers, from federal regulatory agencies, and from insurance companies and others interested in auto safety. It was found that although it is more cost effective to work on the car than on the human being, American automobile manufacturers have traditionally promoted driver behavior modification and road improvement rather than any design improvements for safety and reliability. It was concluded that the auto manufacturers will not voluntarily develop a safe car. Their only consideration is profit, regardless of safety, and this attitude will not change except by mandatory requirement. (MF)

ED 073 258 VT 018 787
Workshop in the Preparation of Measurable Performance Objectives.
Fresno City Coll., Calif. Technical and Industrial Div.
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.; California Coordinating Unit for Occupational Research and Development, Sacramento.
Pub Date 71
Note—180p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Objectives, Community Colleges, Educational Accountability, Goal Orientation, Inservice Teacher Education, Junior Colleges, *Performance Criteria, *Post Secondary Education, Task Performance, *Teacher Workshops, Trade and Industrial Education, *Vocational Education, Vocational Education Teachers
Identifiers—*Fresno City College
In order to produce measurable performance objectives for every vocational education program in the technical and industrial division at a Fresno community college, an educational consultant led a 4-day workshop for 33 community college instructors. Funded under the Vocational Education Act of 1968 in cooperation with the California Community Colleges and the State Department of Education, this report presents performance objectives developed within each instructor's field. Although each of the 33 instructors was required to prepare the satisfactory measurable performance objectives, only 25 completed these assignments. For each general goal, a desired outcome, a performance criterion, a rationale, and conditions required for performing the objectives are provided. For the specific tasks given to meet each goal, rationales, performance objectives, requirements for task performance, and performance criteria are included. The completed objectives are grouped alphabetically by program topics, ranging from agriculture to police science. Follow-up work, including task analyses and in-service training, is being planned. (AG)

ED 073 259 VT 018 789
Gardner, Glen Martin
The Association Between Local School Administrators' and Counselors' Attitudes Toward Vocational Education and Selected Characteristics of Their Students Attending a Vocational-Technical School.
Pub Date May 72
Note—113p.; Ed.D. Dissertation, Oklahoma State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-15116, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Administrative Personnel, *Administrator Attitudes, Area Vocational Schools, *Comparative Analysis, *Counselor Attitudes, Counselors, Doctoral Theses, Educational Research, Student Ability, *Student Attitudes, Student Characteristics, *Vocational Education
Identifiers—*Attitude Toward Vocational Education Scale, ATVE Scale, General Learning Ability Score
To determine the relationship between the attitudes held by administrators and counselors toward vocational education to the attitudes and abilities of students from their schools attending an area vocational-technical school, data were gathered from 10 administrators, 10 counselors, and 209 students enrolled in an area vocational school for the first time. The attitudes toward vocational education held by the students, the General Learning Ability scores, and the occupational pattern scores of students from schools where the administrator and/or counselor scored above the mean on the Attitude Toward Vocational Education (ATVE) Scale were compared to the same criteria of the students from schools where the administrator and/or counselor scored below the mean on the ATVE scale. Data analysis revealed that students from schools where the administrator and/or counselor scored above the mean on the ATVE Scale also scored higher on the AVTE Scale, had generally higher General Learning Ability scores, and a higher percentage passed the occupational pattern for the vocational program in which they were enrolled than did students from schools where the administrator and/or counselor scored below the mean on the ATVE Scale. (Author/SB)

ED 073 260 VT 018 790
Miller, David H., Comp. Moore, Allen B., Comp.
Arts and Humanities: Occupational Cluster Series. Abstracts of Instructional and Research Materials.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—OSU-CVTE-Cluster-Ser-1
Pub Date 73
Note—251p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Abstracts, *Career Education, Computer Oriented Programs, Curriculum Development, Documentation, *Educational Research, *Humanities, Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with the arts and the humanities is the first in a series that identifies research and instructional materials in selected occupational clusters. Approximately 240 documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with the arts and the humanities. This document is related to 14 other cluster groupings, available as VT 018 791-VT 018 793 and VT 018 899-VT 018 907. (AG)

ED 073 261 VT 018 791
Miller, David H., Comp. Moore, Allen B., Comp.
Natural Resources: Occupational Cluster Series-2.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—345p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, *Natural Resources, Occupational Clusters
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with natural resources is the second in a series that identifies research and instructional materials in selected occupational clusters. Approximately 340 documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with natural resources. This document is related to 14 other cluster groupings, available as VT 018 790, VT 018 792, VT 018 793, and VT 018 897-VT 018 907 in this issue. (AG)

ED 073 262 VT 018 792
Miller, David H., Comp. Moore, Allen B., Comp.
Construction (Construction Process): Occupational Cluster Series. Abstracts of Instructional and Research Materials.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—OSU-CVTE-Cluster-Ser-3
Pub Date 73
Note—143p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, *Career Education, Computer Oriented Programs, *Construction (Process), Curriculum Development. Documentation, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters
Identifiers—Educational Resources Information Center, *ERIC
This compilation of ERIC abstracts dealing with the construction process is the third in a series that identifies research and instructional materials in selected occupational clusters. Approximately 130 documents were identified by means of computer searches of "Research in Education" from 1967 through December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster of construction. This document is related to 14 other cluster groupings, available as VT 018 790, VT 018 791, VT 018 793, and VT 018 897-VT 018 907. (AG)

ED 073 263 VT 018 793
Miller, David H., Comp. Moore, Allen B., Comp.
Government (Administrative Body): Occupational Cluster Series-4.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—84p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, *Government (Administrative Body), Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with the government as an administrative body is the fourth in a series that identifies research and instructional materials in selected occupational clusters. Seventy-four documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with government work. This document is related to 14 other cluster groupings, available as VT 018 790-VT

018 792 and VT 018 897-VT 018 907 in this issue. (AG)

ED 073 264 VT 018 800

Norton, Robert E.

In-Service Education: Vital to Career Education Delivery.

Pub Date 3 Dec 72

Note—23p.; Paper presented at the American Vocational Association Convention (Chicago, Illinois, December 3, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, Educational Development, *Inservice Programs, Inservice Teacher Education, *Instructional Staff, *Models, Skill Development, *Staff Orientation, Staff Role, Staff Utilization, Vocational Education

Identifiers—CCEM, *Comprehensive Career Education Model, Program Implementation

Realizing that program success depends on the support the program receives from the users for which it was designed, personnel involved in the Comprehensive Career Education Model (C-CEM) have designed an inservice training model to help educators develop skills required for implementing career education programs in the classroom. Phases of the devised staff development model include: (1) Staff Development Cadre, (2) Inservice Coordinators, (3) General Orientation of Staff to Career Education, (4) Preparation for Specific Roles, and (5) Continuing Staff Development Activities. Program characteristics guiding the development of the model were: (1) The program should be based on identified staff needs and involve the participants in goal setting, (2) Human resources should be utilized to the fullest, (3) Planned activities in which the staff can be involved should be provided, (4) New experiences, built on previously introduced ones should be included, (5) Evaluations and needs assessment should be done periodically, and (6) The time for programs and activities should be consistent with the purpose at that period. (SN)

ED 073 265 VT 018 803

Tufts University Summer Guidance Institute. Final Report (July 17-28, 1972).

Tufts Univ., Medford, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Note—88p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Education, *Counselor Training, *Inservice Teacher Education, Occupational Guidance, Participant Satisfaction, *Program Evaluation, *Summer Institutes, *Vocational Counseling, Vocational Education Teachers

This report summarizes the Institute's program and presentations for occupational and career education teachers and counselors. In addition to lectures, films were shown and discussed and field trips were made to vocational-technical schools. Materials from one school's guidance department and from a community health vocational training program are included in the report. Participants' evaluations of the Institute indicated that the experience was felt to be educational and thought-provoking, with special value for personnel unfamiliar with the opportunities in vocational-technical education. (MF)

ED 073 266 VT 018 811

Dickstein, Howard W.

Survey of Needs for Services to the Elderly. Final Report.

Manchester Community Coll., Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 1 Jun 72

Note—82p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Career Opportunities, Educational Interest, Educational Needs, Geriatrics, Human Services, Institutional Personnel, Manpower Needs, *Occupational Surveys, *Older Adults, *Personnel Needs, *Professional Personnel, Program Development, Senior Citizens, State Surveys, Vocational Interests, *Volunteers

Identifiers—*Connecticut

This survey of the occupational status, future needs, and educational interests of volunteers and professional personnel serving senior citizens who live in communities or institutional settings in Hartford, Connecticut, is based on the assumption that new careers will open up in fields related to gerontology to meet the needs of a rapidly expanding population of older adults in Connecticut. A questionnaire and a pretest were sent to personnel in social agencies, visiting and public health nursing associations, welfare departments, senior centers and clubs, convalescent homes, nursing homes, boarding homes, and hospitals serving Hartford, Connecticut. From the 254 respondents, the following service areas were identified: (1) medical care, (2) mental health, (3) financial assistance, (4) housing, and (5) social functioning. A second questionnaire was administered to 96 senior citizens both to determine their needs and to compare the results with organizational responses. Conclusions were: (1) Followup studies should focus on discrepancies noted between services reported by organizations and services seen as needing improvement by older adults, and (2) A geriatric program at the college level should be developed to meet in-service training needs and vocational interests related to the aging process. (Author/AG)

ED 073 267 VT 018 812

A Report on Education and Utilization of Allied Health Manpower.

American Medical Association, Chicago, Ill.

Pub Date Jun 72

Note—43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Opportunities, Disadvantaged Groups, Educational Opportunities, Employment Trends, Health Occupations, *Health Personnel, *Health Services, *Manpower Needs, *Manpower Utilization, Paramedical Occupations, Teacher Education

Identifiers—*Allied Health Manpower

The purposes of this report are: (1) to foster greater understanding and communication among physicians and allied professions as to the responsibilities, needs, and contributions to patient care made by each, and (2) to outline the dimensions of the challenge and describe steps that must be taken to facilitate the needed professional growth in all allied health fields. Recommendations made regarding the effort include: (1) The American Medical Association (AMA) should continue to support efforts to increase the number of allied health personnel and aid in the improved utilization of them, (2) The AMA should support innovations in teacher preparation for the allied health fields, (3) More efforts should be made to make the field attractive financially, (4) More effort should be made to expand health career opportunities for disadvantaged groups, (5) Studies of unresolved issues should be made, and (6) The role of the nurse should be expanded. (Author/SN)

ED 073 268 VT 018 878

Penz, G. Peter

Structural Unemployment: Theory and Measurement.

Department of Manpower and Immigration, Ottawa (Ontario). Program Development Service.

Pub Date 69

Note—101p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Conceptual Schemes, Employment Level, *Labor Economics, Labor Market, Manpower Development, *Manpower Needs, Manpower Utilization, Masters Theses, Mathematical Models, Measurement Techniques, *Predictive Measurement, Predictor Variables, Theories, *Unemployment

Identifiers—*Canada

The purpose of this monograph is to present a theoretical framework useful for measuring structural unemployment. Developed on the basis of a literature review, this framework was applied to Canadian data. The approach which explains structural unemployment in terms of the causes of labor displacement is inadequate because it ignores impediments in the labor market adjustment process. The structural maladjustment approach used here takes these forces into account, although only the symptoms of structural maladjustment are quantifiable, not the forces themselves. A model was developed that determines the cyclical relationship between the unemployment and vacancy rates and attributes unexplained factors to changes in the level of structural imbalance. The model was intended to employ variables directly related to the labor market, to use a theoretical rationale, and to compare structural unemployment under various demand conditions. Several forms of the relationship between the unemployment and vacancy rates were empirically tested, using data derived from National Employment Service vacancy data. Results indicate that variability in unemployment is largely caused by variability in aggregate demand, with an upward trend in the structural unemployment rate from 3 percent in the early 1950's to nearly 4 percent in the 1960's. (Author/AG)

ED 073 269 VT 018 884

Grede, John F.

Concepts and Comments: Occupational Education and Community College Facilities.

Pub Date Dec 70

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Organization, *Community Colleges, Cooperative Planning, Educational Needs, Educational Philosophy, *Educational Responsibility, *Facility Requirements, *Fundamental Concepts, Junior Colleges, Occupational Clusters, Post Secondary Education, Student Personnel Services, *Vocational Education, Work Experience

Community college preparation of students for the job market shows an increasing acceptance of basic responsibility for post-secondary occupational education, as contrasted to the poorer placement opportunities of senior institutional graduates. Implications for facility requirements can be drawn from examining concepts, which require: (1) cooperative program planning and implementation, so that the community college catalyzes the community's vocational education capacity, (2) occupational education as a full partner in a comprehensive community college program, (3) a wide range of occupational clusters in community college occupational education, (4) a "lattice" structure for upward and sideward mobility according to the student's ability, (5) special training for the disadvantaged, handicapped, and unemployed, (6) provisions for continuing education, (7) flexible instructional modes to accomplish specified behavioral objectives, (8) work experience, (9) continual updating of vocational programs, and (10) guidance, counseling, and placement services. Working diagrams of line-staff organization for community and junior colleges are provided. (AG)

ED 073 270 VT 018 885

Paraprofessionals: An Approach to Education. Four Corners Agriculture and Forestry Development Study.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Spons Agency—Four Corners Regional Commission, Santa Fe, N. Mex.

Report No—SR-14

Pub Date Jun 72

Note—20p.; In Cooperation with the Stations of Univ. of Arizona, Colorado State Univ., & Utah State Univ.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Agricultural Technicians, Agriculture, Change Agents, *Economic Development, Forestry, Geographic Regions, Leadership Training, Manpower Development, Manpower Utilization, *Natural Resources, *Program Proposals, *Regional Planning, *Subprofessionals, Tables (Data)

Identifiers—Arizona, Colorado, *Four Corners Economic Development Region, New Mexico, Utah

This report evaluates a proposal for using paraprofessionals to assist in the development of agriculture and forestry in the Four Corners Economic Development Region, which includes the states of New Mexico, Arizona, Colorado, and Utah. An improved educational program may be directed towards the more effective use of human, agricultural, and forestry resources through the use of paraprofessionals. The term "paraprofessionals" is defined and their mode of operation is discussed, in addition to noting the training and supervision necessary for programmatic operation. Alternatives are analyzed, recommendations made, and plans suggested for implementation of the proposal. Various tables present the data. (Author/AG)

ED 073 271 VT 018 886
Whitman, Robert L.
The Vocational Attitude Maturity of Disadvantaged Eighth and Twelfth Grade Students in Rural Eastern Kentucky.
Pub Date Sep 72
Note—125p.; Ph.D. Dissertation, Pennsylvania State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-14067, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Adolescents, *Disadvantaged Youth, Doctoral Theses, Educational Research, Grade 8, Grade 12, Intelligence, Maturation, Occupational Aspiration, *Predictor Variables, *Sex Differences, *Student Attitudes, *Work Attitudes
Identifiers—California Test of Mental Maturity, Kentucky, Occupational Aspiration Scale, Otis Lennon Mental Abilities Test, Vocational Development Inventory, *Vocational Maturity
To determine aspects of the attitudinal dimension of vocational maturity among rural disadvantaged girls and boys of eastern Kentucky, samples of Grade 8 and 12 students were administered the: (1) Vocational Development Inventory-Attitude Scale, (2) Occupational Aspiration Scale, (3) California Test of Mental Maturity and the Otis-Lennon Mental Ability Test, and (4) Student Information Form. These instruments produced usable data about sex, grade level, occupational aspiration, mental ability, employment, grade point average, educational desire, and educational expectation. Data analysis revealed that: (1) There was no difference between mean scores of girls (35.30) and boys (34.37) on the measure of vocational attitude maturity, but there was a significant difference at the .05 level between the mean scores of those in Grade 8 (28.80) and Grade 12 (34.78) on the same measure, (2) Although girls scored higher than boys and the mean scores increased with age, the interaction effect of sex and grade level was not significant, and (3) For Grade 8 girls, measures of grade point average, mental ability, and occupational aspiration emerged as statistically significant predictors of vocational attitude maturity, while mental ability was the only significant variable in the prediction of vocational attitude maturity for Grade 12 girls as well as Grade 8 and 12 boys. (SB)

ED 073 272 VT 018 890
Lowe, Jayne
What Every Employer Needs to Know about OSHA Recordkeeping.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—BLS-R-412
Pub Date 72
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employees, *Federal Legislation, First Aid, *Health, *Injuries, Labor Conditions, Labor Standards, Medical Services, Occupational Diseases, *Recordkeeping, Resource Guides, *Safety
Identifiers—*Occupational Safety and Health Act of 1970
This publication presents answers to the questions most frequently asked by employers concerning injury and illness recordkeeping and reporting requirements under the Wiliams-Steiger Occupational Safety and Health Act of 1970. Under this Act, the Bureau of Labor Statistics of the U.S. Department of Labor is held responsible for the recordkeeping and reporting requirements. Topics of concern are listed alphabetically for easy reference. Addresses of Occupational Safety and Health Administration regional offices are appended, in addition to charts depicting the conditions necessary for recording occupational injuries or illnesses under this act. (AG)

ED 073 273 VT 018 892
Lutz, Richard
Exemplary Project Region VIII Workshop (Riverton, Wyoming, July 12-14, 1972).
Wyoming State Dept. of Education, Cheyenne. Occupational Education Program Services.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Program), *Career Education, *Developmental Programs, Educational Finance, Financial Needs, Financial Policy, *Program Administration, Program Costs, Program Improvement, Teaching Methods, Teaching Techniques, *Workshops
Identifiers—*Exemplary Projects, Region 8
To discuss common problems and plan for their solution, this meeting of personnel from the Office of Education, the State Department of Education in Region VIII, and career Education Projects in the Rocky Mountain region was held. Specific goals included efforts to: (1) identify new approaches and alternatives in an effort to continue examplary projects, (2) formulate new ways of improving the vertical articulation of the concept throughout the grades, and (3) identify new teaching strategies and interdisciplinary approaches to use in program implementation. Inputs from teachers and guidance counselors were used in resolving the prevalent issues. Alternatives in solving problems of financing future exemplary projects were set forth. The majority of the project participants were of the opinion that career education would continue in spite of funding problems because of its impact upon the teachers and students. (SN)

ED 073 274 VT 018 895
Matis, Matthew
Innovative Projects in Distributive Education.
Cinnaminson Township School District, N.J.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Pub Date Aug 72
Note—35p.
Available from—N. J. Voc-Tech Curriculum Lab., Rutgers University, Building 4103-Kilmer Campus, New Brunswick, N. J. 08903 ($.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Community Organizations, *Community Resources, *Curriculum Enrichment, Curriculum Planning, *Distributive Education, *Educational Innovation, *Educational Resources, Organizations (Groups), Program Development, Program Improvement, Projects, Secondary Grades
Designed to assist distributive education teacher-coordinators in developing more comprehensive programs by expanding their resource potential, this manual contains a compilation of the objectives, organizational structure, area of community involvement, and suggested innovations applicable to distributive education for eight local, regional, and state organizations. The organizations included are: (1) Chamber of Commerce, (2) Better Business Bureau, (3) Americans for the Competitive Enterprise System, (4) Junior Achievement, (5) American Marketing Association, (6) U. S. Department of Commerce, (7) Jaycees, and (8) Society for the Advancement of Management. (SN)

ED 073 275 VT 018 896
Developing Distributive Education Programs. A Manual for School Administrators.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Pub Date 71
Note—30p.
Available from—N. J. Voc-Tech Curriculum Lab., Rutgers University, Building 4103-Kilmer Campus, New Brunswick, N. J. 08903 ($.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Administrator Role, *Distributive Education, *Manuals, *Program Administration, Program Coordination, Program Development, *Program Guides, *Standards
Identifiers—*New Jersey
This manual was designed for use by school administrators in developing and/or improving the quality of distributive education programs being implemented in schools. Set forth in it are criteria for insuring success of programs, as well as checklists for assessing their merit. Appendixes outlining the functions and duties of coordinators, curriculum structure, the state unit's responsibility, and a checklist for program visitation are included. (SN)

ED 073 276 VT 018 897
Miller, David H., Comp. *Moore, Allen B., Comp.*
Communication: Occupational Cluster Series-5.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 73
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with communication is the fifth in a series that identifies research and instructional materials in selected occupational clusters. Sixty-nine documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with communication. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793, and VT 018 898-VT 018 907 in this issue. (AG)

ED 073 277 VT 018 898
Miller, David H., Comp. *Moore, Allen B., Comp.*
Trade (Marketing): Occupational Cluster Series-6.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 73
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, *Marketing, Occupational Clusters
Identifiers—*Educational Research Information Center, ERIC
This compilation of ERIC abstracts dealing with trade is the sixth in a series that identifies research and instructional materials in selected occupational clusters. Fifty-seven documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with trade. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793, VT 018 897, and VT 018 899-VT 018 907 in this issue. (AG)

ED 073 278 VT 018 899
Miller, David H., Comp. *Moore, Allen B., Comp.*
Finance (Banking): Occupational Cluster Series-7.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 73
Note—101p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, *Banking, *Career Education, Curriculum Development, Documentation, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with banking is the seventh in a series that identifies research and instructional materials in selected occupational clusters. Ninety-three documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about

documents in the occupational cluster dealing with banking. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793, VT 018 897, VT 018 898, and VT 018 900-VT 018 907 in this issue. (AG)

ED 073 279 VT 018 900
Miller, David H., Comp. Moore, Allen B., Comp.
Education: Occupational Cluster Series-8.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Education, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with education is the eighth in a series that identifies research and instructional materials in selected occupational clusters. Fourteen documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with education. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793, VT 018 897-VT 018 899, and VT 018 901-VT 018 907 in this issue. (AG)

ED 073 280 VT 018 901
Miller, David H., Comp. Moore, Allen B., Comp.
Health: Occupational Cluster Series-9.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, *Health, Information Systems, Information Utilization, Instructional Materials, Occupational Clusters
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC Abstracts dealing with health is the ninth in a series that identifies research and instructional materials in selected occupational clusters. Seventy-nine documents were identified by means of a computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with health. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793, VT 018 897-VT 018 900, VT 018 902-VT 018 907 in this issue. (AG)

ED 073 281 VT 018 902
Miller, David H., Comp. Moore, Allen B., Comp.
Welfare: Occupational Cluster Series-10.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters, *Welfare
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with welfare is the 10th in a series that identifies research and instructional materials in selected occupational clusters. Sixty-three documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with welfare. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793, VT 018 897-VT 018 901, and VT 018 903-VT 018 907 in this issue. (AG)

ED 073 282 VT 018 903
Miller, David H., Comp. Moore, Allen B., Comp.
Personal (Human) Services: Occupational Cluster Series-11.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, *Human Services, Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with human services is the 11th in a series that identifies research and instructional materials in selected occupational clusters. Forty-four documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with human services. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793, VT 018 897-VT 018 902, and VT 018 904-VT 018 907 in this issue. (AG)

ED 073 283 VT 018 904
Miller, David H., Comp. Moore, Allen B., Comp.
Product Services: Occupational Cluster Series-12.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—203p.
EDRS Price MF-$0.67 HC-$9.87
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters, *Producer Services
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with product services is the 12th in a series that identifies research and instructional materials in selected occupational clusters. Approximately 190 documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with product services. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793, VT 018 897-VT 018 903, VT 018 906, and VT 018 907 in this issue. (AG)

ED 073 284 VT 018 905
Miller, David H., Comp. Moore, Allen B., Comp.
Recreation and Entertainment: Occupational Cluster Series-13.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—133p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters, *Recreation
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with recreation and entertainment is the 13th in a series that identifies research and instructional materials in selected occupational clusters. Approximately 125 documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with recreation and entertainment. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793, VT 018 897-VT 018 904, VT 018 906, and VT 018 907 in this issue. (AG)

ED 073 285 VT 018 906
Miller, David H., Comp. Moore, Allen B., Comp.
Manufacturing: Occupational Cluster Series-14.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, *Manufacturing, Occupational Clusters
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with manufacturing is the 14th in a series that identifies research and instructional materials in selected occupational clusters. Ninety-four documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with manufacturing. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793, VT 018 897-VT 018 905, and VT 018 907 in this issue. (AG)

ED 073 286 VT 018 907
Miller, David H., Comp. Moore, Allen B., Comp.
Transportation: Occupational Cluster Series-15.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Career Education, Curriculum Development, Documentation, *Educational Research, Information Systems, Information Utilization, *Instructional Materials, Occupational Clusters, *Transportation
Identifiers—*Educational Resources Information Center, ERIC
This compilation of ERIC abstracts dealing with transportation is the 15th in a series that identifies research and instructional materials in selected occupational clusters. Fifty-seven documents were identified by means of computer searches of "Research in Education" from 1967 to December 1972. Instructions on how to use ERIC reference products are included. Intended for use in career education curriculum development, these abstracts include lists of descriptors, identifiers, and other pertinent information about documents in the occupational cluster dealing with transportation. This document is related to 14 other cluster groupings, available as VT 018 790-VT 018 793 and VT 018 897-VT 018 906 in this issue. (AG)

ED 073 287 VT 018 992
Peterson, Marla And Others
Bibliography of K-6 Career Education Materials for the Enrichment of Teacher and Counselor Competencies (ETC. Project).
Eastern Illinois Univ., Charleston. Center for Educational Studies.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Oct 72
Contract—OEC-0-72-4626
Note—201p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Annotated Bibliographies, Audiovisual Aids, Bibliographies, *Career Education, Curriculum Guides, Educational Research, *Elementary Grades, *Instructional Materials, Measurement Instruments, *Program Development, Teaching Guides, Textbooks, Vocational Development
Identifiers—*Career Awareness, Career Exploration, Enrichment of Teacher and Counselor Competencies, ETC

Prepared for staff of the Enrichment of Teacher and Counselor Competencies in Career Education (ETC) Project but of use to local school personnel in developing K-6 career education programs, this annotated bibliography contains career education materials found through a review of research reports, articles in professional journals, and commercially and non-commercially published materials. Entries are arranged according to these categories: (1) Theory, Rationale, Philosophy, which includes professional materials listed alphabetically by author or title, (2) Non-Commercial Materials, which includes curriculum guides, projects, and units listed alphabetically by state, (3) Commercial Materials, which contains books and audiovisual materials listed according to types of packaging (films, books, etc.) and content relating to self-development, world of work, and occupational clusters, (4) Measurement and Evaluation Instruments, which lists instruments for measurement of self-awareness and occupational interest in young children, and (5) Bibliographies. In addition to titles and author(s), each entry contains publication information and an annotation, which was either written by ETC staff or was reproduced from abstracts appearing in "Research in Education" (RIE), "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), or "Abstracts of Research Materials in Vocational and Technical Education" (ARM). (SB)

ED 073 288 VT 018 993
McMinn, J. H., Comp. Morris, Ken, Comp.
Career Education: A Handbook for Program Initiation.
Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date Jul 72
Note—134p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrator Responsibility, *Career Education, Career Planning, Elementary Grades, Intermediate Grades, Learning Activities, *Program Development, *Resource Guides, Secondary Grades, Skill Development, Teacher Responsibility, *Vocational Development
Identifiers—Career Awareness, Career Exploration

This compilation of ideas, sample activities, and other information has been prepared for use by classroom teachers, counselors, career education leaders, and school administrators in initiating career education programs. Section of the handbook provide: (1) a description of the career-centered curriculum, which is a curriculum designed to help students develop socio-logical, psychological, and occupational skills through a developmental program divided into stages of career awareness, exploration, preparation, and continuing education, (2) a listing of the responsibilities of the administrator, career educator, occupational orientation teachers, counselor, teacher, and teacher aides in the career education programs, (3) a chart illustrating career development concepts at the primary, intermediate, and secondary grade levels, (4) a guide for planning career activities based on developmental tasks and characteristic reactions of certain stages of development, and (5) a listing of career activities. The activities, which are divided into elementary, middle school, and high school levels, consist of instructional procedures, resources, and materials keyed to units of study and subject matter areas. (SB)

ED 073 289 VT 018 994
Harrington, David M.
The Young Driver Follow-Up Study: An Evaluation of the Role of Human Factors in the First Four Years of Driving. Final Highway Research Report.
California State Dept. of Motor Vehicles, Sacramento.
Spons Agency—California State Div. of Highways, Sacramento.; Federal Highway Administration (Dept. of Transportation), Washington, D.C.
Report No—R-38
Pub Date Sep 71
Note—243p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Biographical Inventories, Driver Education, *Evaluation, *Followup Studies, *Performance Factors, *Teenagers, Traffic Accidents, *Traffic Safety
Identifiers—Driving Records, Human Factors

During the 1960's, the Teen-Aged Driver Study was undertaken in response to legislative concern over the high accident and conviction rate among teenage drivers. Since that study had to be completed rapidly, the present study was undertaken in order to provide a more comprehensive study of teenage drivers. The sample for this study consisted of 13,915 persons who were 16 or 17 years of age when licensed in five California counties in 1962-63. The driving records of persons in the sample for their first four years of driving were described and correlated with other biographical data. Data were collected from the California Department of Motor Vehicles, permanent high school records, a mail questionnaire, and personal interviews. Some findings include: (1) Those taking behind-the-wheel driver training had better driving records and more socially desirable personal characteristics than those not taking the course, (2) Citizenship grades in high school was the best predictor of accidents and convictions, and (3) The average number of accidents showed little change in the first four years of driving. (Author/GEB)

ED 073 290 VT 018 995
Wall, James E. Shill, James F.
Teacher Inservice Training for Career Education Projects in Mississippi. Final Report (June 1, 1971-June 30, 1972).
Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Bureau No—008037
Pub Date 72
Grant—OEG-0-70-4413(725)
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Curriculum Development, Educational Objectives, Elementary Grades, *Inservice Teacher Education, Professional Training, Resource Materials, Secondary Grades, *State Programs, Vocational Development, *Workshops
Identifiers—*Mississippi, Program Implementation

This federally funded 13-month inservice teacher training project began with a 3-day staff training workshop, which served to orient a superintendent, local project coordinator, and guidance counselor from each of four schools to the career education concept. Each of the four project schools then held a local inservice training workshop, involving 339 teachers and/or administrators. An inservice training handbook was developed, containing a rationale for career education, concepts, objectives, and suggested activities. Leaders from business and industry gave speeches on career education in the community, and teachers met by grade level and subject matter area to discuss the implementation of career education concepts. Problem areas in program development were identified by means of a teacher questionnaire, and resource lists were provided for teachers. A final workshop was held to evaluate progress, discuss implementation problems, and plan future activities. Continuation of inservice training in career education is recommended, since the workshop objectives were successfully achieved. (AG)

ED 073 291 VT 018 997
Richardson, Reed C.
American Labor Unions: An Outline of Growth and Structure.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
Report No—ILR-Bull-30
Pub Date 70
Note—25p.; 2nd Edition
Available from—Publications Division, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850 (Single copy free, except for $.25 handling charge, additional copies $1.00 each; Out-of-State $1.00 each)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Federal Legislation, *Labor Demands, Labor Legislation, *Labor Problems, *Labor Unions, *Policy Formation, Power Structure, Pyramid Organization, Union Members

This publication attempts to explain, through historical description, the organizational structure of labor unions in the U.S. and the influence of major unions over the initiation of decision making policies governing their membership. Begun in 1792, with the unification of a group of Philadelphia shoemakers, labor unions spread from local to national by 1860. Competition of products side by side in the same market or town as well as that experienced from immigrants entering the country in increasing numbers, soon led to the development of the American Federation of Labor (AFL), an organization which brought together national trade unions. The enactment of federal legislation in 1930 which protected the worker caused a tremendous increase in union membership. In 1938 the Committee for Industrial Organization (CIO), which was later changed to the Congress of Industrial Organizations was established as a result of confusion and differences of opinion within the AFL. A merger between the two groups produced the currently existing AFL-CIO from which state and city-wide organizations have emerged, each having a certain interdependence, yet maintaining a great degree of autonomy. (SN)

ED 073 292 VT 018 998
Lo Cascio, Ralph
The Development of Research Capabilities of Key Puerto Rico Professionals in Vocational-Technical Education.
New York Univ., N.Y. Center for Field Research and School Services.
Spons Agency—Puerto Rico Vocational and Technical Research and Development Coordinating Unit, Hato Rey.
Pub Date Jan 72
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, *Operations Research, Program Improvement, Program Planning, Research Methodology, *Research Projects, Technical Education, *Vocational Education
Identifiers—*Puerto Rico

Summarized are the results of efforts exerted by the Puerto Rico Research Coordinating Unit to expand the Puerto Rico research capability in vocational education by: (1) identifying relevant legislation and its historical antecedents, (2) identifying the administrative structure responsible for conducting research in occupational education, (3) exploring and identifying resources and materials available for research and development, (4) developing skills fundamental in identifying research problems, and (5) developing competencies in proposal writing. A total of twenty educational professionals in key leadership positions participated in the 3-component project which includes: a research development seminar, tutorial sessions, and evaluations. Findings indicate that the project's success can be attributed largely to the quality of the administrative personnel, intensive planning, and balanced coordination. (SN)

ED 073 293 VT 019 075
Culberson, James O. Scheer, Ralph A.
How Can Exploratory Experiences and Other Training Devices Be Used to Develop the Optimum Occupational Orientation Program for Mississippi? Final Report.
University of Southern Mississippi, Hattiesburg.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 1 Jun 72
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, *Career Education, *Developmental Programs, Educational Needs, Inservice Programs, *Instructional Materials, Literature Reviews, Personnel Needs, Preservice Education, *Program Development, Program Planning, Resource Materials, *State Programs, Vocational Development
Identifiers—Career Exploration, *Mississippi

The concept and structure of career education was investigated in order to plan and develop appropriate "real-life" vocational exploration programs for Mississippi. This federally-funded research project was carried out by visiting exemplary programs and five vocational program-planning settings throughout the United States, as well as a review of occupational orientation literature. An interrelated project being conducted at the same time consisted of a survey of 54 state and territory project directors requesting instructional materials for career education. The survey resulted in a disappointing quantity and quality of materials, and this scarcity was attributed to the incomplete nature of program development in career. It was recommended that career education planning and implementation for Mississippi begin immediately, with pre- and inservice teacher educator training, coordination at the state and school district levels, and the appointment of a state director in career education. Annotated descriptions of 36 documents deemed valuable for Mississippi program development in the area of "real-life" occupational exploration are included. (AG)

ED 073 294 VT 019 076
Occupational Employment Statistics, 1960-70.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—BLS-Bull-1738
Pub Date 72
Note—52p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (L2.3:1738, $.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Patterns, *Employment Projections, *Employment Statistics, *Employment Trends, Government Publications, Labor Economics, *Labor Force, Manpower Development, Manpower Utilization, *Occupational Surveys, Tables (Data), Technological Advancement

This government publication provides a summary of occupational changes occurring between 1960 and 1970 and presents occupational estimates by industry, which were derived from such sources as the 1960 census and surveys conducted by the Bureau of Labor Statistics, other government agencies, the professional associations. From 1960 to 1970, the number of white-collar workers increased from about 29 million to 38 million. In comparison, all other types of workers increased at a much slower rate, from about 37 million to 41 million, and declined from about 56 percent to 52 percent of total employment. Technological changes have profoundly influenced employment trends. The fastest growth rates were for professional and technical jobs, which increased nearly 50 percent, and clerical jobs, which increased 40 percent. Between 1960 and 1970, total employment increased from 65.8 million to 78.6 million, which is nearly a 20 percent increase. (Author/AG)

ED 073 295 VT 019 079
McLester, Celeste, Comp. Mahrt, James L., Comp.
Current Report on Career Development Projects, 1972-1973.
Michigan State Dept. of Education, Lansing. Div. of General Education.
Pub Date Oct 72
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Career Planning, *Developmental Programs, Directories, Job Placement, Occupational Guidance, Program Content, *Projects, School Districts, Vocational Counseling, *Vocational Development
Identifiers—*Michigan

This directory provides abstracts for 38 career development projects operating during the 1972-73 school year, which are funded or coordinated by the Michigan Department of Education. The abstracts identify representative career development program components (e.g., objectives, major activities, and procedures) for projects in state school districts of varying populations and levels. (MF)

ED 073 296 VT 019 080
Career Centered Curriculum Workshop Handbook.
New Albany City Schools, Miss.
Pub Date Aug 71
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Curriculum Development, Educational Objectives, Educational Responsibility, Elementary Grades, Fused Curriculum, *Inservice Education, Learning Activities, Resource Materials, Secondary Grades, Sequential Approach, Teacher Responsibility, Teaching Procedures, *Vocational Development, *Workshops
Identifiers—Career Awareness

This handbook presents guidelines for sequential career development activities which were developed for a fused curriculum at a 2-day teacher workshop. Enumerating the educational responsibilities of the career coordinator and the instructor, this instructional outline correlates concepts to be taught, educational objectives, and suggested learning activities separately for the elementary, middle school, and high school levels. Developed by a workshop director, an elementary coordinator, and a middle school coordinator, these workshop materials include annotated resource lists, workshop goals and objectives, and a rationale for career education. (AG)

ED 073 297 VT 019 081
Begle, Elsie And Others
Career Education: An Annotated Bibliography for Teachers and Curriculum Developers.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Jan 73
Contract—OEC-0-72-4625
Note—312p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Abstracts, *Annotated Bibliographies, *Career Education, *Curriculum Development, Educational Background, Instructional Aids, *Literature Reviews, Research Projects, Vocational Development
Identifiers—*Career Awareness

The purpose of this literature review is to assist teachers and curriculum developers in the practical definition and implementation of career education in their respective school systems. As a part of a larger federally-funded career education curriculum development project, this work is being carried out by a consortium of eight California school districts and the Palo Alto office of the American Institutes for Research. This annotated bibliography contains overviews for each section, abstracts of 160 literature references that provide a broad perspective of career education theories and activities, descriptive summaries of 100 commonly available children's books for use as a career education resource materials, and summary information on 69 supplementary references. In order to produce a reference handbook of manageable size, selective entries were made. For the children's book, information is provided for appropriate grade levels, related occupations, and subject areas, and comments on the career focus are made. (Author/AG)

ED 073 298 VT 019 082
Strong, Merle E.
Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary and Post-Secondary Schools. Evaluation Report (May, 1971-April 30, 1972).
Wisconsin Univ., Madison. Cooperative Educational Research and Services.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date 1 May 72
Grant—OEG-0-71-1027(361)
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Program), *Career Education, *Developmental Programs, Educational Improvement, Educational Needs, Educational Objectives, Elementary Grades, Formative Evaluation, Goal Orientation, Inservice Education, Placement, Post Secondary Education, *Program Evaluation, Secondary Grades, Staff Role, Vocational Development, *Vocational Education
Identifiers—Career Awareness, *Exemplary Programs

As a preliminary step in evaluating a federally-funded exemplary career awareness program for the elementary, secondary, and post-secondary grades, 13 educational objectives were delineated and major accomplishments, problems, and recommendations were specified. A summer workshop for teachers and counselors, and inservice meetings produced a detailed guide for program articulation and strategies for integrated career education instruction. An occupational guidance resource center was developed, and specific program articulation involved counselors, principals, a local vocational education coordinator, workshop participants, and a steering/advisory committee in job placement, educational coordination, and cooperative education activities. It was recommended that: (1) the broad programmatic scope be narrowed, (2) additional project staff be added and roles more clearly defined, and (3) leaders in business, industry, and post-secondary technical education be involved in occupational orientation activities. (AG)

ED 073 299 VT 019 083
Special Youth Employment and Training Schemes for Development Purposes. Report No. 1.
International Labour Office, Geneva (Switzerland).
Pub Date 69
Note—49p.; Proposed text of agenda item to be presented at the International Labour Conference Session (54th, Geneva, Switzerland, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *International Organizations, *Job Training, *Labor, Labor Problems, *Youth, *Youth Employment, Youth Opportunities, Youth Programs

Summarized in this document are the activities, conclusions, and proposed recommendations enacted by members of the 53rd session of the International Labour Conference. Contents by chapter include: (1) Proceedings of the 53rd Session of the Conference relating to Special Youth Employment and Training Schemes for Development Purposes, and (2) Proposed Text of the Recommendation made concerning Special Youth Employment and Training Schemes for Development Purposes. The purpose of this report was to provide the Proposed Text to governments so that governments might suggest amendments or make comments. A second related document containing more conclusive information is available in this issue as VT 019 084. (SN)

ED 073 300 VT 019 084
Special Youth Employment and Training Schemes for Development Purposes. Report No. 2.
International Labour Office, Geneva (Switzerland).
Pub Date 70
Note—59p.; Proposed text of agenda item to be presented at the International Labour Conference Session (54th, Geneva, Switzerland, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *International Organizations, *Job Training, *Labor, Labor Problems, *Youth, *Youth Employment, Youth Opportunities, Youth Programs

This is the second of two reports focusing on the proceedings and proposed recommendations adopted by the International Labour Conference at its 53rd session. Contained are the reactions of the various governments to the proposed recommendation, as well as altered versions of the proposed recommendation, in English and French. The other report is available in this issue as VT 019 083. (SN)

ED 073 301 VT 019 085
Vocational Assessment and Work Preparation Centres for the Disabled.
International Labour Office, Geneva (Switzerland).
Report No—D-15-1970
Pub Date 70
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developing Nations, Job Placement, Manuals, *Physically Handicapped, *Program Development, *Rehabilitation Centers, Rehabilitation Counseling, Rehabilitation Programs, Vocational Development, *Vocational Rehabilitation, Vocational Training Centers

The purpose of this manual is to provide a basic guide for governments and other organizations in developing countries who want to either establish vocational assessment and preparation centers or develop training facilities for disabled persons. Contents include: (1) Establishing a Vocational Assessment and Work Preparation Center, (2) Staffing Requirements, Staff Selection, and Duties, (3) Workshop Organization and Procedures, (4) Identification and Selection of Rehabilitees, (5) Case Conference Procedure, and (6) Vocational Training of the Disabled. Appendices providing more detailed information supplement the text. (Author/SN)

ED 073 302 VT 019 086

1972 Pre-Session Research Seminars. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 30 Jun 72

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, Administrative Principles, *Educational Administration, Educational Objectives, Inservice Programs, *Management, Program Planning, Research Directors, Seminars, Staff Improvement, *Systems Analysis, *Vocational Education, Workshops

Three, 3-day seminar workshops were held at the University of Wisconsin-Stout, to provide 91 vocational research and administration personnel with current information regarding the management of programs by objectives, systems analysis procedures, and long-range planning techniques. Presessions were conducted in conjunction with the meetings of the state Administrators' Association. Results are reported for several planning meetings for the seminar, including seminar topics. Analysis of evaluations made by participants following each of the sessions revealed that the systems design and management by objectives sessions received very high ratings and the long-range planning session received an average-rating. Evaluation forms, lists of participants, and course outlines for each workshop are appended. (SB)

ED 073 303 VT 019 087

A Cost-Effectiveness Analysis of the Vocational Education Program in Puerto Rico.

Peat, Marwick, Mitchell and Co., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Puerto Rico State Dept. of Education, Hato Rey. Area for Vocational and Technical Education.

Pub Date 71

Note—151p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Cost Effectiveness, *Educational Programs, Post Secondary Education, *Program Budgeting, Program Costs, Program Evaluation, Program Planning, *Unit Costs, *Vocational Education, Vocational Schools, Vocational Training Centers

Identifiers—*Puerto Rico

To assist decision makers in appropriating funds wisely for vocational school programs, this study was undertaken to: (1) conduct a cost effectiveness analysis of vocational programs administered by the Department of Education, (2) determine variations in unit costs of programs and curricula, (3) identify factors contributing to variations in unit costs, and (4) array programs from the highest rated utility function to the lowest. Some of the major conclusions reached from the cost-analysis technique were: (1) There are considerable cost variations among the districts, (2) Cost variation depends heavily on the number of graduates by districts as well as on the number of courses offered under a program or occupation, (4) Scientific-technical courses increase the absolute cost of a program as opposed to nontechnical courses, and (5) Costs are affected by the level of courses offered. In regard to the cost-benefit analysis, it was concluded that: (1) technical courses generally bring about a higher level of learnings than do nontechnical courses, and (2) benefits are seriously affected by the number of graduates joining the labor force and finding employment on a full and/or part-time basis. (Author/SN)

ED 073 304 VT 019 088

Greene, Wendell L.

Career Education: A Report from the Job Developer/Analyst.

Washington County Board of Education, Hagerstown, Md.

Pub Date 72

Note—53p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, Community Characteristics, Employment Opportunities, Employment Trends, Job Development, *Job Placement, *Labor Market, Manpower Needs, Occupational Guidance, Occupational Information, *Resource Guides, *School Industry Relationship, Work Study Programs

Identifiers—Career Exploration, Maryland, *Washington County

The purpose of this report is to provide the Washington County School System in Maryland with current information on the local labor market. Intended to aid work-study coordinators, teachers, and administrators in providing information for students on occupational guidance and career exploration, this resource guide includes pertinent data on local industries, noting manpower needs and possible links between school and industry. Employment trends and projections are discussed extensively, and job opportunities are listed, together with starting salaries and educational requirements. As a member of a local Career Education Project, the author has worked closely with retail, manufacturing, and business personnel to collect labor market information, to promote openings for students in work-study programs, to place graduates, and to explain the career education concept. (Author/AG)

ED 073 305 VT 019 089

What Happens to People When They Exhaust Weekly Unemployment Compensation Benefits? A Study of the Characteristics of 396 Exhaustees as to: Labor Force Studies; Welfare Status; Age, Sex and Occupation.

Vermont State Employment Service, Montpelier. Dept. of Employment Security.

Pub Date Dec 71

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Labor Force Nonparticipants, *Occupational Surveys, Retirement, *Statistical Data, *Status, Unemployed, *Unemployment Insurance

Identifiers—*Vermont

This study was initiated to provide the Vermont Employment Service with facts pertaining to the characteristics of unemployment compensation benefit exhaustees and their labor force participation once their benefit entitlements were exhausted. To obtain the necessary data, 686 exhaustees were contacted and informed of the availability of short-term employment under the Supplementary Training and Employment Program (STEP). Responses were registered on questionnaires completed by interviewers whenever exhaustees made contact with a local office. A series of three notifications were given concerning the STEP program in order to increase participation. Analysis of 393 usable returns revealed that: (1) 54 percent of the claimants were males and 46 percent were females, (2) 56.6 percent were skilled in blue collar or industrial occupations, (3) 60.6 percent were 45 years of age or older, (4) 16.5 percent were employed full-time subsequent to exhausting benefits, (5) 24.8 percent were unemployed but not looking for work with 62.2 percent indicating retirement as a reason for nonparticipation, (6) 38.7 percent were unemployed and seeking full-time work while 12.7 percent were unemployed and seeking part-time work, (7) 10.6 percent were receiving welfare payments, (8) 7.3 percent were employed part-time, and (9) 52.4 percent were primary wage earners. (SN)

ED 073 306 VT 019 090

Davenport, Lawrence Petty, Reginald

Minorities and Career Education.

Pub Date Jan 73

Note—123p.

Available from—ECCA Publications, 2425 North High Street, Columbus, Ohio 43202 ($2.80)

Document Not Available from EDRS.

Descriptors—*Career Education, Community Colleges, Counselors, Counselor Training, Disadvantaged Youth, *Educational Change, Educational Problems, Equal Opportunities (Jobs), Feminism, *Minority Groups, *Models, Public Policy, Public Schools, Sex Discrimination, Teacher Education, Veterans

This publication explores needed changes in the career preparation and education for minorities and examines the implications of career education emphases for minorities in the U.S. Contents include: (1) "An Overview of Minorities and Career Education" by L. Davenport and R. Petty, (2) "Public Schools, Public Policy, and Public Problems: Some Observations and Suggestions" by R.R. Wheeler, (3) "Career Education: A Tool for the Minority Veteran" by R.L. McKee, K.B. Hoyt, and L. Davenport, (4) "Winners and Losers in the Good Life Contest: Implications of Career Education for Poor Youth" by D. Gottlieb and R. Petty, (5) "Career Education and the Community College" by M. Feldman and L. Davenport, (6) "Career Education for Women: The Feminist Movement in Career Education" by M. Steele, (7) "Counselors, Career Education, and Minorities" by R. Petty and L. Davenport, and (8) "Career Education, Professional Preparation, and Minority Groups" by R. Johnson. (SB)

ED 073 307 VT 019 091

Position Papers on Career Education.

Council of Chief State School Officers, Washington, D.C.; National Advisory Council on Vocational Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 73

Note—94p.; Papers Prepared for the National Conference on Career Education: Implications for Minorities (Washington, D.C., February 1-3, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Conference Reports, Counselor Training, Developmental Programs, Disadvantaged Youth, Educational Development, *Educational Needs, *Educational Opportunities, *Minority Groups, Relevance (Education), Rural Education, Speeches, Teacher Education

This document contains position papers presented at a 3-day conference dealing with the implications of career education for minority groups. Texts of these papers are included: (1) "Career Education Improves the Self Concept" by D.R. Baylor, (2) "Career Education and Black Americans" by W.F. Brazziel, (3) "Career Education: Expanded Options for All Students" by L. Davenport, (4) "Career Education: From Whence It Came--Whither It Goeth" by J. Dixon, (5) "Career Education, Professional Preparation, and Minority Groups" by R. Johnson, (6) "Career Education: Perspectives of a Chicano Educator" by A.G. de los Santos, Jr., (7) "Values Have Consequences: Some 'Why' and 'How' Considerations of Current Thinking About Career Education" by C.E. Scruggs, (8) "Community Colleges and Career Education Relevant to the Needs of Minorities" by F. Shieh, (9) "Career Education: Quo Vadis" by M.P. Sikes, (10) "The Future of Work for Black Americans: The Role of Career Education" by C.E. Taylor, (11) "A New Career Educational Development Strategy for Rural Youth?--Greater Equity, Increased Priority, Model Approach, and Suggested Roles for Educational Institutions" by G.W. Taylor, and (12) "Is Career Education the Answer to the Educational and Vocational Needs of the Puerto Rican New Yorker?" by R.S. Valez. (SB)

ED 073 308 VT 019 092

Guidelines for the Operation, Demonstration, Evaluation and Diffusion of a Model for a Comprehensive Career Education Program in North Carolina, K-14.

Caldwell County Public Schools, Lenoir, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Advisory Committees, *Career Education, *Comprehensive Programs, Dropout Programs, Educational Needs, Educational Objectives, Elementary Grades, *Guidelines, Humanities, Integrated Curriculum, *Models, *Program Development, School Community Relationship, Secondary Grades, Statewide Planning

Identifiers—Career Exploration, *North Carolina

These guidelines for developing a model for an integrated comprehensive career education program in North Carolina at the elementary and secondary levels include a mission statement, a career education rationale, a wide range of educational objectives, and key considerations for statewide implementation of the career education concept. An advisory committee of leaders from business and industry, the professions, parents, and teachers will provide feedback from the home and community and will help coordinate community resource persons and activities. A multimedia approach will involve students in "real-life" activities that focus on self-understanding, career awareness, and the development of positive attitudes. Special programs for the disadvantaged, cooperative programs, and evening high school pilot programs for students with special needs will be provided at the secondary level. A curriculum planning program, articulation planning, and a career choice guidance program will provide information for target school personnel. Long-range diffusion activities will be carried out by city and county administrative and supervisory personnel. Included in the guide are suggested exploratory learning activities, teaching procedures, and resource lists. (AG)

ED 073 309 VT 019 093

Quesada, R. M. Seaver, S. K.

Education, Employment and Income of High School Vocational Agriculture Graduates. Final Report.

Connecticut Univ., Storrs. Agricultural Experiment Station.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Report No—RR-39

Pub Date Nov 72

Note—42p;

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Agricultural Education, Educational Needs, *Employment Patterns, *Followup Studies, *High School Graduates, Income, Policy Formation, *Post Secondary Education, Program Evaluation, Tables (Data), *Vocational Agriculture, Vocational Development

Identifiers—*Connecticut, Vocational Education Amendments of 1968

In order to evaluate vocational agriculture education in 21 Connecticut high schools for the purposes of developing or updating curriculums, this study intended to: (1) determine employment rates of vocational agriculture graduates in agricultural areas, (2) determine post-secondary educational attainment levels, (3) determine variables affecting income levels for each graduating class, and (4) compare income, education, and employment classifications. Data obtained from high school vocational agriculture graduating classes of 1961, 1964, 1967 and 1970 by means of a mail questionnaire and 20 interviews revealed that: (1) enrollment has doubled from 1961 to 1970, (2) post-secondary education was positively correlated with the level of income and (3) about ten percent of the vocational agriculture graduates attended a 4-year college. Multiple regression analysis supported the hypothesis that the mean salaries of persons employed in the non-farm sector were higher than those working on the farm. An analysis of variance substantiated the fact that work experience is positively correlated to higher income levels. Although most students value the FFA, the 1970 survey showed that many respondents felt that FFA become impersonal and has ignored new fields related to agriculture. (AG)

ED 073 310 VT 019 094

Cochran, John R. Weis, David M.

An Evaluation of Two Career Exploration Programs in 1970-71.

Akron Univ., Ohio.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date [72]

Note—144p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Area Vocational Schools, *Career Education, Career Planning, Educational Objectives, General High Schools, *High School Students, Parent Reaction, Pilot Projects, Program Effectiveness, *Program Evaluation, Self Concept, Tables (Data), Vocational Development, *Vocational Interests

Identifiers—*Career Exploration

An evaluation of vocational interests of students in Grades 9 and 10 in two pilot career exploration programs, one at an area vocational school and the other at a general high school, was conducted to determine whether or not the programs were: (1) developing a positive self-image as a potential worker, (2) providing a program valued by students and parents, (3) developing appropriate career interest patterns based on self-awareness and vocational awareness, and (4) developing educational and vocational planning abilities. Students in the two experimental schools plus a control school without vocational programs were administered the Ohio Vocational Interest Survey, the Tennessee Self-Concept Scale, and the Career Plans Survey in the fall of 1970 and again in the spring of 1971. As compared to students from the control school and the general high school, the students from the area vocational school were better informed about career choice and demonstrated more positive attitudes toward their abilities and chances for vocational advancement. However, changes in vocational interests were more closely related to grade level than to school programs. Parents of the vocational students were the most favorably impressed with the school's career exploration program. (AG)

ED 073 311 VT 019 097

Patrick, Peggy W.

Education and Counseling Status Report of Young Men and Women: A Survey of Senior Students from Fourteen Public Secondary Schools in Arkansas.

Governor's Commission on the Status of Women, Little Rock, Ark.

Pub Date Dec 72

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Planning, Females, Guidance Counseling, Males, *Occupational Aspiration, Secondary Grades, Seniors, *State Surveys, Student Attitudes, Vocational Counseling, *Vocational Interests, *Work Attitudes, *Working Women

Identifiers—*Arkansas

To determine the career aspirations, counseling sources, and future plans of young women in Arkansas so as to confirm or negate the belief that women do not aspire to nor seek higher level employment positions than traditionally relegated for women, questionnaires developed by members of the Task Force on Education and Counseling were mailed to superintendents in 16 randomly selected school districts who in turn forwarded them to local school personnel. A total of 14 school districts returned the completed questionnaires. Fifty senior girls and from 10 to 20 senior boys in each district, where possible, participated in the survey. Where the total enrollment was below 50, all senior girls participated. Findings revealed that: (1) More than one-third of the females surveyed expressed the traditional attitudes and beliefs about women as workers while approximately one-half of the males agreed, and (2) Almost two-thirds of the females expressed positive attitudes toward working women as compared to one-half of the male respondents. (Author/SN)

ED 073 312 VT 019 099

Eberle, Fred W.

Vocational Education Programs for the Disadvantaged and Handicapped. Monograph Series No. 1.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Pub Date 71

Note—15p.; An Address to the National Association of State Directors of Vocational Education, at the Annual Convention of American Vocational Association (64th, New Orleans, Louisiana, December 5, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Groups, Educational Accountability, *Educational Needs, Educational Problems, *Handicapped, Speeches, *State Programs, *Vocational Education

Identifiers—Vocational Maturity, *West Virginia

Vocational education for the disadvantaged and the handicapped in West Virginia at the local level needs specific teacher training programs at the college level, clear definitions and procedures for applying criteria that identify disadvantaged groups, and reorganization into integrated curriculums to avoid scheduling problems. The problems of funding, accountability, and staff development are being solved by the project method, which requires clearly measurable program goals and behavioral objectives. Identification of a specific local target population, local administrative involvement, and development of a descriptive operational model are included in this statewide approach to vocational education planning. (AG)

ED 073 313 VT 019 100

What Should Vocational Education Be Doing in Montana?

Montana State Advisory Council for Vocational Education, Helena.

Pub Date 71

Note—60p.; Proceedings of the annual public meeting on Vocational Education (Helena, Montana, September 30, and October 1, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Advisory Committees, Area Vocational Schools, Board of Education Role, *Career Education, Discussion Programs, Educational Finance, Educational Improvement, *Educational Needs, Goal Orientation, Government Role, *Public Support, School Industry Relationship, *State Action, Vocational Development, *Vocational Education

Identifiers—*Montana

This document presents ten views on vocational education needs in Montana and a presentation on the nationwide role of vocational education, from representatives of the National Advisory Council on Vocational Education, local and state education agencies, the public, special needs groups, labor, business and industry. At this 2-day annual public meeting, the keynote speaker discussed the federal government's role in developing career education models and in other vocational exploration activities. Two panels, each with five speakers, stressed needs for: (1) public awareness of vocational education's advantages as compared to college education, (2) job placement, guidance, and counseling, (3) comprehension of educational finance by the public, (4) inservice training of vocational educators, (5) a model apprenticeship program, (6) making education responsive to student aspirations, especially by means of vocational and career education, and (7) innovative business and industrial roles in vocational development. A series of six group discussions provided feedback on vocational education's image and specific improvement needs in Montana, such as interagency coordination and educational finance. (AG)

ED 073 314 VT 019 152

Instructor Guidelines Basic Training Manual.

Michigan Law Enforcement Officers Training Council, East Lansing.

Pub Date Sep 72

Note—452p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Behavioral Objectives, Bibliographies, Course Descriptions, *Guidelines, Job Training, *Law Enforcement, *Law Instruction, Manuals, Resource Materials, *State Police, *State Programs, Teaching Guides, Test Construction

Identifiers—*Michigan

This tabbed instructors' guide contains the following seven preservice training units for Michigan law enforcement officers: (1) administration, (2) legal, (3) investigative, (4) general police, (5) traffic, (6) special subjects, and (7) external relations. The history of the Michigan Law Enforcement Officers Training Council, which developed this manual, is included. Each instructional unit includes course objectives, suggested teaching procedures, a suggested topical outline, resource lists, and suggestions for test development by the teacher. This training manual includes appended resource materials, and time allotments for each course are given. An extensive bibliography is provided. (AG)

ED 073 315 VT 019 207

Turi, Robert R. And Others

Descriptive Study of Aircraft Hijacking. Criminal Justice Monograph, Volume III, No. 5.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Pub Date 72

Note—177p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Aerospace Industry, Case Studies, Correctional Rehabilitation, *Criminals, Government Role, *International Crimes, *International Law, Legal Problems, *Prevention, Program Descriptions, *Psychological Characteristics, Psychological Patterns, Security, Statistical Data
Identifiers—Criminal Justice, *Skyjacking
The purpose of this study was to comprehensively describe all aspects of the phenomenon known as "skyjacking." The latest statistics on airline hijacking are included, which were obtained through written correspondence and personal interviews with Federal Aviation Authority officials in Washington, D. C. and Houston, Texas. Legal and technical journals as well as government documents were reviewed, and on the basis of this review: (1) Both the national and international legal aspects of hijacking activities are provided, (2) The personality and emotional state of the skyjacker are examined, and (3) Prevention measures taken by both the government and the airline industry are discussed, including the sky marshal program, the pre-boarding screening process, and current developments in electronic detection devices. The human dimensions and diverse dangers involved in aircraft piracy are delineated. Specific hijacking attempts are enumerated, illustrated by means of case histories. Stages in the evolution of aircraft hijacking and specific suggestions for security measures are discussed, detailing background factors and concomitant problems. (Author)

ED 073 316 VT 019 276
Spooner, Kendrick L.
Establishment of Process Variables for Formative Curriculum Workshop Evaluation.
Pub Date 73
Note—135p.; Ph.D. Dissertation, Ohio State Univ., Columbus
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Accident Prevention, *Curriculum Development, Doctoral Theses, *Driver Education, Educational Research, *Formative Evaluation, Instructional Materials, Material Development, Measurement Instruments, *Summative Evaluation, Traffic Accidents, *Workshops
This study focuses upon the problem of identifying and testing important and predictive process variables for formative curriculum workshop evaluation. Five accident investigation curriculum development workshops sponsored by The Center for Vocational and Technical Education at The Ohio State University were evaluated in both the formative and summative setting to determine the validity of the assumption that participant ratings of workshop success (i.e., participant perception of the quality of instruction, confidence in achieving workshop objectives, and quality of workshop product) are predictive of success in achieving the conference objectives. The between- and within-workshop analysis of the relationship of the process (independent) variables to the criterion (dependent) variables indicated that some negative relationships do exist between participant response to the Confidence Scale and the quality of lesson plan product to the adoption of curriculum materials. It was found that participants who rated high confidence in achieving workshop objectives are more likely to reject the developed curriculum materials, and participants who produce high quality lesson plans for the curriculum package are more likely to reject the developed curriculum materials. (Author/SB)

ED 073 317 VT 019 277
Career Education Resource Bibliography: Delaware's Occupational-Vocational Education Model.
Milford Special School District, Del.
Pub Date 72
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Career Education, Curriculum, *Educational Resources, Educational Theories, Elementary Grades, Indexes (Locaters), Industrial Arts, *Instructional Materials, Testing, Vocational Counseling, Vocational Development, Vocational Education
This bibliography lists professional books and instructional materials, concerning aspects of career education, for Delaware's Occupational-Vocational Education Model, at Milford, Delaware. Entries are arranged alphabetically by title under these categories: (1) Educational Theory, including theories relating to career development, child development, curriculum and learning, (2) Curriculum, (3) Curriculum Materials, including materials for students with special needs, (4) Research Studies, (5) Testing, (6) Vocational Education, (7) Vocational Guidance, (8) Construction, (9) Electricity, (10) Elementary Industrial Arts, (11) Graphic Arts, (12) Industry, (13) Metalworking, (14) Plastics, (15) Power Mechanics, (16) Repair, and (17) Woodworking. Entries also include author and publication information, and a publisher's index. (SB)

ED 073 318 VT 019 279
Hooks, Vandalyn L.
Guidelines for an Orientation and Exploration Career Education Program in Middle School/Junior High.
Pub Date Aug 72
Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Career Education, *Guidelines, *Junior High Schools, Learning Activities, *Middle Schools, Occupational Information, *Program Development, Student Needs
Identifiers—*Career Exploration, Career Orientation
This publication has been compiled to provide educators with information, ideas, examples, and guidelines for establishing or implementing an orientation and exploratory career education program at the middle or junior high school level. Sections of the manual include: (1) a definition of career education and its role, (2) a discussion of the rationale for an orientation and exploratory program and listing of students' needs which should be met by such a program, (3) identification of the essential elements of a career education program and suggestions for implementing a program, (4) a discussion of the importance of behavioral objectives and how to write them, (5) use of community resources, (6) suggested curriculum for learning activities for a career education program, and (7) a bibliography of publications, programs, and materials concerning career education. (SB)

ED 073 319 VT 019 280
Williams, J. Earl
Guidelines for the Development of Manpower Educational Services in the University.
Houston Univ., Tex. Center for Human Resources.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-82-46-67-15
Pub Date Jan 72
Note—40p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (DLMA-82-46-67-15, MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—Administrative Organization, Administrator Qualifications, *Case Studies, Educational Development, Educational Finance, Goal Orientation, Guidelines, *Human Resources, Interdisciplinary Approach, *Manpower Development, Manpower Needs, *Resource Centers, Resource Staff Role, Technological Advancement, *Universities
Identifiers—*Center for Human Resources, Manpower Development and Training Act, MDTA
The purpose of this guideline is to furnish an explanation and example of how one university faced the changing concept of manpower. Traditionally, the university has been a leader in technological revolutions in agriculture and science, and now it finds itself with the even more important challenge of change in the development of human resources. Understandably, for success to come, certain areas must be working positively before the university center can be started on a campus; nevertheless, some problems will arise which might be called typical. Armed with foreknowledge, the center staff may be able to avoid some of these problems; others can be solved only if the staff has patience, ingenuity, and enormous dedication to the long-range goal for the center. The greatest reward for such a center of human resources at a university is in the knowledge that, through its efforts, the quality of life has been improved for those at the university, in the community, and in the region in which it serves. (Author)

ED 073 320 VT 019 281
Chipley, Donald R. Wootton, Lutian R.
Career Development in the Elementary School: A Practical Schema.
Pub Date [70]
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Conceptual Schemes, Educational Development, *Educational Needs, *Elementary Grades, Goal Orientation, Guidelines, Institutes (Training Programs), Relevance (Education), *Schematic Studies, Student Needs, Systems Approach, *Vocational Development
The purpose of this paper is to call attention to the need for offering a vital program of career development education during the formative years of schooling and to describe a practical schema for building such a program in elementary schools. Many elementary educators lack the knowledge, attitudes, and skills needed to make career education a concrete reality in local schools. To provide guidelines for educators in developing career education curriculums, a schema was devised and articulated by administrators and teachers who took part in two career development institutes sponsored by the University of Georgia during the summer of 1970. This schema arranged key questions, concepts, and procedures in a systematic framework for dissemination to elementary school faculties. The following seven major categories were proposed: (1) goals, (2) organizational elements, (3) student needs, (4) instructional units, (5) correlation patterns, (6) resource materials, and (7) evaluative criteria. As an instrument for involving local educators in an ongoing process of developing programs and units in career education, this proposed schema should guide them in constructing more relevant patterns of elementary schooling. (Author/AG)

ED 073 321 VT 019 282
McKay, Shirley E.
The Slow Learner in Homemaking Classes in Junior and Senior High Schools.
Drexel Inst. of Tech., Philadelphia, Pa. Coll. of Home Economics.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Note—48p.
Available from—N.J. Vocational Technical Curriculum Laboratory, Rutgers University, Building 4103 - Kilmer Campus, New Brunswick, N.J. 08903 ($.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Curriculum, Curriculum Development, Curriculum Research, High School Students, *Home Economics Skills, *Homemaking Education, *Occupational Home Economics, *Slow Learners, *Textbook Research
This thesis is the result of efforts made to gain an understanding of the slow learner in order to obtain background material for the future writing of a homemaking textbook, which will be geared to the needs and objectives of below average individuals. Included are discussions of such topics as: (1) What Is the Slow Learner Like, (2) Identifying The Slow Learner, (3) The Teacher Of The Slow Learner, (4) Working With The Slow Learner, (5) The Slow Learners In The Homemaking Class, and (6) Teaching Homemaking To The Slow Learner. Concluding statements and suggested emphasis areas and activities supplement the text. (SN)

ED 073 322 VT 019 283
Strong, Merle E. Jarosik, Daniel
The Annual Evaluation Report of Louisiana's Vocational and Technical Education Program--Fiscal Year 1972.
Louisiana State Advisory Council for Vocational and Technical Education, Baton Rouge.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—87p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Advisory Committees, Annual Reports, *Area Vocational Schools, *Evaluation, High Schools, Post Secondary Education, Program Effectiveness, *Program Evaluation, State Surveys, *Vocational Education
Identifiers—*Louisiana

This study was undertaken to: (1) provide information on Louisiana's Vocational and Technical Education Program, (2) serve as a basis for reporting to the citizens of Louisiana, and (3) fulfill the requirements of the State Advisory Council on Vocational Education for an annual evaluation. Findings obtained during the investigation process were: (1) present state plan projections seem inadequate, both from the standpoint of people to be served and projected resources needed, (2) there does not exist in the organizational structure clear lines of authority, administration, and supervision regarding the institutions under its jurisdiction, (3) the curriculum does not seem to be broad enough to accommodate the populations for which it was designed to serve, (4) not enough funds have been appropriated for vocational programs, (5) guidance and counseling departments are understaffed at all levels, and therefore are not able to fulfill their objectives, and (6) vocational programs do not appear to be guided by marketing trends. Council recommendations are included. (SN)

ED 073 323 VT 019 309
Eads, Freeman D.
Vocational-Technical Component of the Preservice Curriculum for Community College Administrators.
Pub Date 73
Note—158p.; Ph.D. Dissertation, Ohio State Univ., Columbus
Available from—University Microfilms, A Xerox Company, 300 North Zeeb Rd., Ann Arbor, Michigan 48103 (MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Administrative Personnel, *Administrator Education, *Community Colleges, Curriculum Development, Curriculum Planning, *Curriculum Research, Doctoral Theses, Educational Administration, Educational Programs, *Preservice Education, Vocational Education

A survey was conducted to assess the opinions of chairmen of educational administration departments from selected 4-year public and private institutions of higher education as to the status of the vocational-technical related component of their preservice curriculum for community college administrators. In an effort to develop an empirical base for the future development of a component of the preservice curriculum, this survey involving some 45 department chairmen and utilizing questionnaires was conducted. Of those sampled, a total of 37 usable questionnaires were returned. An analysis of the findings revealed that: (1) Departments of educational administrations having such programs vary in size, program structure, and the number of students served, (2) All of the departments include some vocational-technical related task competencies in their preservice curriculum, however, (3) Although many departments offer special courses, general educational administration courses still form the basic framework, and (4) In regard to the 25 tasks identified, there seems to be a disagreement between the findings of this study and literature written on the subject. Persons surveyed were split on the issue of its importance while the literature cites it as a priority. (Author/SN)

ED 073 324 VT 019 340
Baslyk, Lydia, Comp.
Annotated Bibliography on Career Education.
Rhode Island Coll., Providence. Curriculum Resources Center.
Pub Date Feb 73
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Books, *Career Education, *Curriculum Development, Humanities, *Instructional Materials, Microfiche, *Vocational Development, Vocational Education
Identifiers—Career Awareness

This annotated bibliography on career education provides descriptions of materials available at the Curriculum Resources Center, grouped into these categories: (1) books, (2) cassettes, (3) filmstrip kits, (4) guidebooks for curriculum development, (5) microfiche, (6) multimedia kits, and (7) bibliographies. Each annotation mentions, as appropriate, the topics covered in the document, the purpose of the document, the target audience, local catalog numbers and the type of document. (AG)

ED 073 325 VT 019 454
Pautler, Albert J., Jr.
Infusing Career Education in the Curriculum.
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Community Involvement, *Concept Formation, Conceptual Schemes, Definitions, *Educational Development, Educational Needs, Fused Curriculum, *Integrated Curriculum, Leadership Training, Program Planning, *Regional Planning, School Districts, Speeches
Identifiers—Career Awareness

The purpose of this paper is to develop a rationale and position on how career education may be infused in the existing curriculum. As a district strategy for curriculum planning, the concept of career education requires a commitment of district leaders. An infusion strategy for career education could be based upon the following principles: (1) Educational leaders must be convinced of career education's value as a conceptual framework, (2) Career education should be integrated into the present curriculum, not treated as a separate additional program, (3) Career education should not be offered as a course, but rather in a unit approach, (4) Every teacher should be a career education teacher, which would require extensive inservice training, (5) Community involvement is an essential part of career education, and (6) Teacher involvement is important in the early planning and curriculum development efforts. (Author/AG)

ED 073 326 VT 019 455
Daugherty, Ronald D. And Others
Highway Traffic Accident Investigation and Reporting: Course Guide.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.
Pub Date Dec 72
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Bibliographies, Course Descriptions, *Curriculum Guides, Data Collection, *Investigations, Job Training, Learning Activities, Resource Materials, *Skill Development, *Technical Occupations, *Traffic Accidents, Transportation, Vocational Education

This course guide for administrators and curriculum planners is intended for use with lesson plans for the instructor and a student study guide, available as VT 019 457 and VT 019 456, respectively. As part of a curriculum package developed by The Center for Vocational and Technical Education after a nationwide survey, this document contains information related to the field of accident investigation, a training plan with a course content outline and model schedule, personnel requirements, facilities and equipment requirements, instructional materials with sample lesson plans, and student study guide and evaluation information. Intended to develop entry-level skills and to train technicians to identify, collect, record, and report data regarding the driver, vehicle, and environment as they relate to the pre-crash, crash, and post-crash phases of an accident, the course consists of five flexible instructional units. Each lesson plan provides teaching procedures, behavioral objectives, and suggested learning activities. A related document is available in a previous issue as ED 069 848. (DE)

ED 073 327 VT 019 456
Daugherty, Ronald D. And Others
Highway Traffic Accident Investigation and Reporting: Student Study Guide.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.
Pub Date Dec 72
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Bibliographies, Course Descriptions, Data Collection, *Investigations, Job Training, Learning Activities, Resource Materials, *Skill Development, *Study Guides, Technical Education, *Technical Occupations, *Traffic Accidents, Transportation, Vocational Education, Worksheets
Identifiers—*Accident Investigation Technicians

This study guide for students in a basic training program for accident investigation is intended for use with lesson plans for the instructor and a manual for administrators and planners, available as VT 019 457 and VT 019 455, respectively. As part of a curriculum package developed by the Center for Vocational and Technical Education after a nationwide survey, this document contains a rationale detailing the needs for accident investigation technicians, an instructional outline, a course description, extensive student worksheets, and appended resource materials. Included in this guide, which is 3-hole punched for insertion into a notebook, are a bibliography, teaching suggestions, and an instructor rating sheet for student use. Intended to develop entry-level skills and to train technicians to identify, collect, record, and report data regarding the driver, vehicle, and environment as it relates to the pre-crash, crash, and post-crash phases of an accident, the course consists of five flexible instructional units. Each lesson provides teaching procedures, behavioral objectives, and suggested learning activities. A related document is available in a previous issue as ED 069 848. (AG)

ED 073 328 VT 019 457
Daugherty, Ronald D., Ed. And Others
Highway Traffic Accident Investigation and Reporting: Basic Course--Instructor's Lesson Plans.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.
Pub Date Dec 72
Note—152p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, Bibliographies, Course Descriptions, Data Collection, *Investigations, Job Training, Learning Activities, *Lesson Plans, Resource Materials, *Skill Development, *Teaching Guides, Teaching Procedures, Technical Education, Technical Occupations, *Traffic Accidents, Transportation, Vocational Education
Identifiers—*Accident Investigation Technicians

These 35 extensive lesson plans for the instructor in a basic training program for accident investigation are intended for use with a student study guide and a manual for administrators and planners, available as VT 019 456 and VT 019 455, respectively. As part of a curriculum package developed by the Center for Vocational and Technical Education after a nationwide survey, this document contains a rationale detailing the needs for accident investigation technicians, an instructional outline, a discussion of facilities and equipment required, and a course description. Included in this teaching guide, which is 3-hole punched for easy insertion into a notebook, are a bibliography, resource lists, and appended resource materials. Intended to develop entry-level skills and to train technicians to identify, collect, record, and report data regarding the driver, vehicle, and environment as they relate to the pre-crash, crash, and post-crash phases of an accident, the course consists of five flexible instructional units. Each lesson plan provides teaching procedures, behavioral objectives, and suggested learning activities. A related document is available in a previous issue as ED 069 848. (AG)

ED 073 329 VT 019 459
Marland, S. P., Jr.
Meeting Our Enemies: Career Education and The Humanities.
Pub Date 24 Nov 72
Note—17p.; Presentation Before the Conference on English Education (Minneapolis, Minn., November 24, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Aspiration, Academic Education, Background, *Career Education, Cluster Grouping, Concept Formation, Definitions, *Humanities, *Job Training, Occupational Clusters, *Relevance (Education), Speeches, Student Motivation, *Vocational Development
Identifiers—Career Awareness, *Career Exploration

Career education, as viewed by the Division of Education in Washington, is essentially an instructional strategy aimed at improving educational outcomes by relating all teaching and learning activities to the concept of career development. Although teachers of the humanities may fear that career education is fundamentally anti-intellectual and rejects the humanist tradition, academic skills will not be supplanted by vocational preparation, but instead enriched by relating them to relevant vocational interest. Student motivation will be increased by preparing students either for immediate post-secondary employment or further career preparation. Of the 15 occupational clusters identified for career education curriculums, five are presently being developed at the high school level by leading curriculum specialists. We humanists can elaborate and refine career education as well as benefit from the utilitarian aspects of that concept. At its best, work is a humanity and has a central position in the fashioning of a satisfactory human life. (Author/AG)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception
Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number — ED 013 371

Ability Identification
An Iconic Comparison of Photographs and the Live Television Screen in Visual Diagnostic Ability.
ED 073 235

Abstracting
Proceedings of the Full Board Meeting (Ustaoset, Norway, June 1972).
ED 072 832

Abstracts
Antecedents and Consequences of Early School Leaving.
ED 072 363
Arts and Humanities: Occupational Cluster Series. Abstracts of Instructional and Research Materials.
ED 073 260
Career Education: An Annotated Bibliography for Teachers and Curriculum Developers.
ED 073 297
Communication: Occupational Cluster Series-5.
ED 073 276
Construction (Construction Process): Occupational Cluster Series. Abstracts of Instructional and Research Materials.
ED 073 262
Current Report on Career Development Projects, 1972-1973.
ED 073 295
Early Childhood Teaching: An Abstract Bibliography.
ED 072 842
Education: Occupational Cluster Series-8.
ED 073 279
Finance (Banking): Occupational Cluster Series-7.
ED 073 278
Government (Administrative Body): Occupational Cluster Series-4.
ED 073 263
Health: Occupational Cluster Series-9.
ED 073 280
Instructional Materials; A Selective Bibliography. Exceptional Child Bibliography Series No. 637.
ED 072 593
Manufacturing: Occupational Cluster Series-14.
ED 073 285
Mercury and Air Pollution: A Bibliography With Abstracts.
ED 072 965
Multiply Handicapped; A Selective Bibliography. Exceptional Child Bibliography Series No. 614.
ED 072 589
Natural Resources: Occupational Cluster Series-2.
ED 073 261
Parent Education: An Abstract Bibliography (Supplement #1).
ED 072 841
Personal (Human) Services: Occupational Cluster Series-11.
ED 073 282
Physical Facilities; A Selective Bibliography. Exceptional Child Bibliography Series No. 634.
ED 072 591
Product Services: Occupational Cluster Series-12.
ED 073 283
Professional Education; A Selective Bibliography. Exceptional Child Bibliography Series No. 635.
ED 072 592
Reading Methods and Problems; A Selective Bibliography. Exceptional Child Bibliography Series No. 613.
ED 072 588
Recreation and Entertainment: Occupational Cluster Series-13.
ED 073 284
Teacher Aides and Nonprofessional Personnel; A Selective Bibliography. Exceptional Child Bibliography Series No. 647.
ED 072 594
Trade (Marketing): Occupational Cluster Series-6.
ED 073 277
Transportation: Occupational Cluster Series-15.
ED 073 286
Visually Handicapped--Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 619.
ED 072 590
Welfare: Occupational Cluster Series-10.
ED 073 281

Academic Ability
Differences in Academic Capability Between Rural Youth Planning and Not Planning to Go to College.
ED 072 881

Academic Achievement
Achievement and Attitude Change in Michigan Migrant Education, Summer Classrooms, 1972.
ED 072 876
The Cassette Tape Recorder Means Versus Written and Symbolic Means of Providing Feedback of a Student's Performance on Secondary School Science Laboratory Exercises.
ED 072 921
Comparison of Selected Group Achievement Test Results for Period 1967 through 1972.
ED 073 195
A Critique of Burgoon's Study of Willingness to Manipulate Others and Success in Two Basic Speech Communication Courses.
ED 072 492
Expectation and Pupil Performance.
ED 073 211//
The Identification and Significance of Intuitive and Analytic Problem Solving Approaches Among College Physics Students.
ED 072 922
Locus of Control as Mediator of Cognitive Development.
ED 072 846
Looking Ahead: Self-Conceptions, Race, and Family as Determinants of Adolescent Orientation to Achievement. The Arnold and Caroline Rose Monograph Series in Sociology.
ED 073 184//
The Relationship Between Productivity and the Formal Education of the Labor Force in Manufacturing Industries.
ED 073 242
School Size. Educational Management Review Series Number 13.
ED 072 505
Socioeconomic Background and Educational Performance. The Arnold and Caroline Rose Monograph Series in Sociology.
ED 073 197//
The Sociological Backgrounds of Scientifically Talented Secondary School Students Throughout the State of Texas.
ED 072 919
A Taxonomy-Based Verbal Performance Instrument.
ED 073 109
Toward the Development and Implementation of an Empirically Based Public School Program for Trainable Mentally Retarded and Severely Emotionally Disturbed Students. Part II.
ED 072 580
The Value of Teachers in Teaching.
ED 073 089

Academic Aspiration
Discussion of Educational Plans with Teachers by Indian and Non-Indian High School Students and Type of Subject Taught by Teachers.
ED 072 909
Socioeconomic Background and Educational Performance. The Arnold and Caroline Rose Monograph Series in Sociology.
ED 073 197//

Academic Performance
A Five-Year Longitudinal Study of City Colleges of Chicago Transfer Students, September 1967-June 1972.
ED 072 780

Accident Investigation Technicians
Highway Traffic Accident Investigation and Reporting: Student Study Guide.
ED 073 327
Highway Traffic Accident Investigation and Reporting: Basic Course--Instructor's Lesson Plans.
ED 073 328

Accounting
An Instructional Model for Preparing Accounting/Computing Clerks in Michigan Secondary School Office Education Programs, Part I and Part II.
ED 073 227

Accreditation (Institutions)
Unfinished Business of the Teaching Profession in the 1970's.
ED 073 069

Achievement
Intellectual Competition and the Female Student. Final Report.
ED 072 389
Learning Games and Student Teams: Their Effects on Student Attitudes and Achievement.
ED 072 391

Achievement Gains
Effects of Different Head Start Program Approaches on Children of Different Characteristics: Report on Analysis of Data from 1966-67 and 1967-68 National Evaluations. Technical Memorandum.
ED 072 859
Effects of Different Head Start Program Approaches on Children of Different Characteristics: Report on Analysis of Data from 1968-1969 National Evaluation. Technical Memorandum.
ED 072 860
Idiographic Analysis of Achievement Measures.
ED 073 171
Intellectual Skills: An Emerging Concept for a Changing Society.
ED 072 839

Achievement Tests
A Comparison of Psychiatrically Ill Adults and Non-Psychiatrically Ill Adults Sub-Test Scores on the Test of General Educational Development.
ED 072 351
Comparison of Selected Group Achievement Test Results for Period 1967 through 1972.
ED 073 195
Objectives and Procedures: The First Report of the 1972-73 Michigan Educational Assessment Program.
ED 073 139
Relationship of Education Level to Capabilities and Attitudes of Young Enlisted Men.
ED 072 370
The Social Studies Curriculum and Standardized Achievement Tests.
ED 073 124

Acoustic Phonetics
Auditory and Articulatory Aspects of Grammar.
ED 072 472

Acting
Shakespeare: Kabuki-Style.
ED 072 446//

Activism
Black Students in Protest: A Study of the Origins of the Black Student Movement. The Arnold and Caroline Rose Monograph Series in Sociology.
ED 073 185//
Measurement of the Construct of Attitude Toward Student Activism.
ED 072 385
Needed: A Democratizing of the Schools?
ED 073 020
Risk Management and Insurance. Guidelines for Higher Education.
ED 072 747

Activity Learning
Materials and Activities for Teachers and Children (MATCH). Program Report.
ED 073 012
The Young Child Learns: A Guide for Four-Year-Olds.
ED 072 838

Actualization
School Size. Educational Management Review Series Number 13.
ED 072 505

Adjectives
Verbs and Adjectives in Literary Japanese According to Suzuki Akira.
ED 072 673

Adjustment Problems
Going Metric: Looking Ahead. Report of the Metrication Board for 1971.
ED 073 230//
Occupational and Employment Characteristics of Post-War Japanese Immigrants in Metropolitan Vancouver.
ED 073 181

Administrative Personnel
1972 Pre-Session Research Seminars. Final Report.
ED 073 302
Second Year Evaluation of an American Management Association Pilot Program: Adapting and Testing Business Management Development Programs for Educational Administrators. Evaluation Report.
ED 072 543
Vocational-Technical Component of the Preservice Curriculum for Community College Administrators.
ED 073 323//

Administrator Attitudes
The Association Between Local School Administrators' and Counselors' Attitudes Toward Vocational Education and Selected Characteristics of Their Students Attending a Vocational-Technical School.
ED 073 259//

Administrator Education
A Guide to Professional Development Opportunities for College and University Administrators. Seminars, Workshops, Conferences, Internships, and Fellowships, January-December, 1973.
ED 072 722
Making Process Education Operational Through Objective Descriptions of Classroom Roles. A Training Package.
ED 072 517
Vocational-Technical Component of the Preservice Curriculum for Community College Administrators.
ED 073 323//

Administrator Evaluation
Evaluating School Personnel Today.
ED 073 045
Evaluating the Superintendent of Schools. Educational Research Service Circular No. 6, 1972.
ED 073 071

Administrator Guides
Administrator's Guide to Programs for Speech Handicapped School Children.
ED 072 603
Administrator's Handbook for Art Education.
ED 072 993
Career Education Practice. Final Report.
ED 073 226
Cooperative Occupational Education Programs. Administrative Handbook.
ED 073 247
Handbook on Adult Education Personnel Policies and Procedures.
ED 072 350

Administrator Role
[Arlington Public Schools Evaluation Design for Special Education Programs and Services.]
ED 072 577
Pilot Workshops Utilizing the Simulator and Training Materials Developed for In-Service Programs for Leadership Personnel Employed in Residential Institutions for the Mentally Retarded. Final Report.
ED 072 581
On the Role of Principal as "Cultural Maximizer" in an Urban Black School.
ED 073 206

Admission Criteria
Urban Teacher Training: A Multi-Agency Identification of Program Elements and Establishment of Criteria for Determining Curricular Content. Final Report.
ED 073 213

Adolescence
Role Models of Negro and White Rural Youth at Two Stages of Adolescence.
ED 072 890

Adolescents
Demonstration: Male Workers in Day Care. Demonstration Project Progress Report.
ED 072 873
Factors Observed During Adolescence Which Anticipate the Degree of Psychopathology and Social Competence Seen in Early Adulthood.
ED 072 387
Job Perceptions Among Black and White Adolescents and the Hardcore Unemployed. Illinois Studies of the Economically Disadvantaged, Technical Report Number 7.
ED 073 190

Adult Basic Education
Colorado State University (CSU) Sixteen State Project for Training Community Teams of Professionals for the Development of Coordinative, Adult Basic Education Programs in Rural Areas (Project COMMUNI-LINK). First Year Report: FY 1971.
ED 072 887
The Experimental Manpower Laboratory for Corrections. Progress Report on Phase III, June through August, 1972.
ED 072 330
A Model Program to Instruct Manpower Training Personnel in the Selection and Application of Remedial Instructional Materials to Meet Individual Trainee Needs. Phase I Report.
ED 072 316
The Welfare-Education Program: A Five Year Report, 1964-1969.
ED 072 331

Adult Development
Career Development in Head Start. Career Development Training Program. Part III: Adult Development and Adult Learning.
ED 072 852

Adult Education
Barriers to Women's Participation in Post-Secondary Education. A Review of the Literature.
ED 072 368
Descriptive Information on Over-35 Undergraduate Students.
ED 072 745
Director-General's Report on the Third International Conference on Adult Education.
ED 072 336
Paulo Freire and Concientizacion in Latin America.
ED 072 334
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VT019459	ED073329

NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through June 1973 issues of *Research in Education (RIE):*

ADMISSIONS COUNSELORS 380

AEROSPACE EDUCATION 140
UF Aerospace Science Education

AESTHETIC EDUCATION 140
UF Aesthetic Development

AIR INFLATED STRUCTURES 210
SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210
SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

Alternative Futures
USE FUTURES

ALTERNATIVE SCHOOLS 470
SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g. student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040
SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250
UF Iron Deficiency Anemia
Sickle Cell Anemia

ASIAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldive Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development
USE VOCATIONAL DEVELOPMENT

CASTE 490
SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310
SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUTTING SCORES 190
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.
UF Critical Scores

DECODING (READING) 440
SN Assimilation of meaning from written language by trial and error process of grapho-phonic, semantic, and syntactic analyses.

DESENSITIZATION 420
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060
SN Cue response to color, form, or size

Diplomacy
USE FOREIGN RELATIONS

Diplomatic Policy
USE FOREIGN POLICY

DISARMAMENT 480
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060
UF Dissensus

DRUG EDUCATION 140
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

EDITORIALS 050

EXTERNAL DEGREE PROGRAMS 140
UF Extended University
Open University
University Without Walls

FAST TRACK SCHEDULING 020
SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210
SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Future Studies
USE FUTURES

FUTURES (OF SOCIETY) 480
UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism
USE FUTURES

Futuristics
USE FUTURES

Futurology
USE FUTURES

HUMANIZATION 490
SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.
UF Dehumanization

HYBRID AIR STRUCTURES 210
SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

Internation Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

Iron Deficiency Anemia
USE ANEMIA

ITEM BANKS 520
SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

LEAD POISONING 250

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420
SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

MECHANICS (PHYSICS) 400
SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220

MEXICANS 380
SN Citizens of Mexico

Military Policy
USE FOREIGN POLICY

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130
SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190
SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NEUROLINGUISTICS 290
SN A branch of linguistic science relating language behavior to the neurological sciences.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380
SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.

OBSERVATIONAL LEARNING 310
SN Behavioral effect on the learner resulting from the observation of a model.
UF Imitative Learning

OPEN EDUCATION 140
UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020
SN The application of behavorial technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

PARANOID BEHAVIOR 420
SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PEACE 480
UF International Peace
World Peace

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PLANNING (FACILITIES) 020
UF Facilities Planning

PNEUMATIC FORMS 210
SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

PAROCHIAL SCHOOL AID 220

POLISH AMERICANS 380

POPULATION EDUCATION 140
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380

PROPERTY TAXES 230
UF Ad Valorem Tax

PUNISHMENT 310

PUPPETRY 030
UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210
UF Nonpermanent Facilities

ROLE MODELS 420
SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190
SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units
USE METRIC SYSTEM

Sickle Cell Anemia
USE ANEMIA

SOCIAL STRATIFICATION 490

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

STUDENT RESPONSIBILITY 040

TEACHER DISCIPLINE 020
SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020

TIMEOUT 420
SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

UPPER DIVISION COLLEGES 470
SN A college offering junior, senior, and graduate level courses only.

Valence Language
USE SYNTAX

VISUAL AIDS 050
UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

WAR 480
UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410
SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460
SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WOMENS STUDIES 110
SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

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